DOCUMENT RESUME

ED 073 555 24 EA 004 945

TITLE	Course Goals in Art, Grades K-12. Critique Draft.
INSTITUTION	Multnomah County Intermediate Education District, Portland, Oreg.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; Oregon State Board of Education, Salem.
BUREAU NO	BR-2-J-032
PUB DATE	72
CONTRACT	OEC-X-72-0026(257)
NOTE	272p.; Tri-County Goal Development Project
AVAILABLE FROM	Hard copy is not available
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Aesthetic Education; *Art; Art Activities; *Art Education; Commercial Art; Course Content; *Course Objectives; Creative Art; *Curriculum Development; Development; Educational Accountability; Educational Objectives; Fine Arts; Industrial Arts; Practical Arts; Public Schools

ABSTRACT

This document on course goals in art is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals for art are arranged according to subject matter in five areas: developing and using awareness, history-culture orientation, composition and language, processes and products, and art and design in environments. The section on developing and using awareness further subdivides goals by sight, intuitive response, identification, and growth in understanding, appreciation, and judgment. Goals in art history and culture are organized by western vs. nonwestern culture and by period of time. Composition and language goals include elements, principles, and approaches goals. Processes and products goals include goals for drawing, painting, printmaking, lettering, sculpturing, ceramics and pottery, textiles and cloth, and photography. Art and design in environments goals are divided into nature design goals and man-made goals. Related documents are EA 004 941-EA 004 944, EA 004 946-948, and ED 061 043. (Author/DN)

FILMED FROM BEST AVAILABLE COPY

ED 073555

COURSE GOALS IN ART

GRADES K-12

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: EA

SO

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

CRITIQUE DRAFT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A cooperative project of the school districts of Clackamas, Multnomah, and Washington Counties, and partially funded through grants from U.S. Department of Health, Education & Welfare, Office of Education, and Oregon Board of Education

EA 001 945

COURSE GOALS DEVELOPMENT

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Robert Allenbrand
Project Coordinator
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

© Local and intermediate education school districts of Clackamas, Multnomah, and Washington Counties

Any materials in the following books:

- Course Goals General Introduction
- Course Goals in Art, Grades K-12
- Course Goals in Biological and Physical Science, Grades K-12
- Course Goals in Health Education, Grades K-12
- Course Goals in Language Arts, Grades K-12
- Course Goals in Mathematics, Grades K-12
- Course Goals in Music, Grades K-12
- Course Goals in Physical Education, Grades K-12
- Course Goals in Social Sciences, Grades K-12

are to be reproduced only with permission of the Tri-County Goal Development Project Coordinator, Robert Allenbrand, who may be contacted through the Multnomah County Intermediate Education District, P. O. Box 16657, Portland, Oregon 97216.

It is a precondition of such approval that each set of materials reproduced and bound together must have bound to it as its first page the following statement:

> This material is reproduced from
>
> (Insert the name of the volume here)
>
> © Local and intermediate education school districts of Clackamas, Multnomah, and Washington Counties. 1972
>
> With permission of Robert Allenbrand, Tri-County Goal Development Project Coordinator

COURSE GOALS DEVELOPMENT

ART
TRI-COUNTY GOAL DEVELOPMENT PROJECT

Course Goal Developers
Kenneth Azure, Forest Grove
Robert Brown, Estacada UH6
Maurice Fleischmann, Lake Oswego
Jean Gillen, Portland
Judith Perry, Portland
Barbara Sienko, Portland
Robie Webb, Riverdale
Debbie Wintermute, Beaverton

Project Directors
Jack Allen, Multnomah IED
Peter Wolmut, Multnomah IED

Project Coordinators
Robert Allenbrand, Multnomah IED
Walter Hathaway, Portland

Research, Supervision, and Training
Victor Doherty, Portland
Walter Hathaway, Portland

Career Education Resource
Clifford Ferry, Portland
Vivian Grubb, Portland
John Havery, Portland
Karl Hendrickson, Portland
Catherine Williams, Portland

Media Resource
Harold Arendt, Portland
Alice Young, Lynch

Curriculum Resource
Roberta Caughlan, Portland
Carol Clanfield, Oregon Board of Education

Editing
Clifford Ferry, Portland
Sandra Scofield, NWREL

Project Steering Committee
Jack Allen, Multnomah IED (Curriculum)
George Anderson, Washington IED (Evaluation)
Maynard Christensen, Washington IED (Curriculum)
Victor Doherty, Portland (Evaluation)
Jim Gunderson, Multnomah IED (Data Processing)
Richard Harris, Clackamas IED (Curriculum)
Richard Hermanson, Portland (Data Processing)
Robert Rintoul, Clackamas IED (Data Processing)
Anna Thomas, Clackamas IED (Evaluation)
Clifford Williams, Portland (Curriculum)
Peter Wolmut, Multnomah IED (Evaluation)

INTRODUCTION

A detailed description of the needs to which this collection of resources is responding, the background, the goal types, the goal codes, and the potential uses of this collection of course goals and their supporting materials are to be found in the accompanying booklet, Course Goals General Introduction. The aim of that booklet is to provide users of the course goal collections in Art, Biological and Physical Science, Health Education, Language Arts, Mathematics, Music, Physical Education, and Social Science with a comprehensive guide to the use, revision, and further development of these planning and evaluation resources.

This brief additional introduction has the more practical goals of: (a) presenting a brief orienting overview of the purposes, nature, and potential uses of the products of the Goal Development Project, and (b) demonstrating how to read and interpret the materials in this collection.

Following is a guide to the contents of the introduction:

Page

The purposes, nature, and potential uses of this Course Goal collection:

- Why do we need to state learning goals? 2
- What kind of goals are in this collection? 2
- How do program and course goals differ from behavioral and performance objectives? 3
- Where did the program and course goals come from? 5
- What can the goals in this collection be used for? . . . 6
- Will help be available for evaluating attainment of goals in this collection? 9
- Is this the final version of the program and course goals? 10

How to read and interpret the materials in this collection . . 11

Points of special interest about the course goal collection in Art 19

The purposes, nature, and potential uses of this Course Goal collection.

Why do we need to state learning goals?

If the basic purpose of education is to help learners to grow and change, then educators and learners must decide and communicate to one another what directions that growth should take and what changes are possible and desirable. Parents, school boards, and the community also have a role to play in influencing educational growth and change. This responsibility can be exercised most rationally if the proposed directions of that growth and change are shared with them in clear and explicit goal statements.

This collection of program and course goals in Art is a nonprescriptive resource for educators and boards of education who wish to design and execute learning plans and policies more efficiently and effectively. It is envisioned that school systems will select from this collection those program goals they subscribe to; that schools within a system will select those course goals they believe appropriate to the needs of their communities and students; and that teachers will devise experiences and testing methodologies to meet these goals that are appropriate to the interests and abilities of their students.

What kind of goals are in this collection?

Two types of learning outcomes are included in this collection -- program goals and course goals. They differ in level of generality, with program goals describing broader outcomes and course goals the more specific outcomes relating to them. Also, they differ in the type of planning for which they are suited. Program goals usually serve as guides to planning and organizing programs at district and area levels. Course goals usually serve as guides to planning courses in schools, departments, and classrooms.

At the classroom teacher level the course goals must undergo a final translation into instructional goals and learning experiences. Relying upon the professionalism of teachers, the Goal Development Project has chosen not to intrude into this level, which is concerned with the professional assembling and adapting of resources and methodology needed to achieve the course goals.

How do program and course goals differ from behavioral and performance objectives?

Figure 1 is an illustration from the Art collection of four levels of goals. Examples of behavioral and performance objectives have also been added to show how they differ from the program and course goals defined in the Project.

Note that program and course goals clearly specify a desired learning outcome. But the "behavioral objective" specifies the method of measurement as well as the desired behavior, while "performance objective" adds prerequisites and proficiency level.

The Tri-county Goal Development Project has chosen to produce program and course goals which are suitable for instructional planning, without being constrained by the measurement demands of behavioral objectives or the prerequisites and proficiency levels of performance objectives. Thus, teachers and students are provided explicit statements of possible learnings for which they can accept accountability in ways most suitable to their instructional circumstances. The teacher and student are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities. This provides for more flexible teaching and learning than teaching machines and other teaching systems based on behavioral and performance objectives. Such an approach places greater demands on the

Figure 1

System Goal	The student understands and appreciates the value of the arts and possesses the knowledge and skills necessary to express himself in one or more of the creative arts.
Program Goal	K. The student knows the major principles of artistic composition and is able to apply this knowledge in the process of artistic creation.
Course Goal	K. The student knows the necessary steps in the care and preparation of clay for ceramics (e.g., wedging, reconstituting, drying).
Instructional Goal	P. The student is able to prepare stoneware clay for use in making a bowl.
Behavioral Objective (Method of Measurement Specified)	Given a pound of stoneware clay, the student will prepare it for use and make a bowl which will not crack in firing.
Performance Objective (Prerequisites and/or Proficiency Levels Specified)	Given a pound of stoneware clay and instructions to prepare the clay, make a bowl from it, and fire the bowl, 90% of the class will produce a bowl that does not crack in firing.

ingenuity and professionalism of teachers but has far greater potential because of its consistency with motivational principles and its reliance on the trained judgment of the professional on the scene.

Where did the program and course goals come from?

The program goals were prepared by the Portland School District Evaluation Department in consultation with administrators, teachers, and curriculum specialists throughout the metropolitan Portland area. The course goals were developed by outstanding teachers guided by such models and guides as were available, and supported by tri-county and Oregon State Board of Education curriculum and evaluation personnel.

More than 40 local school districts in the tri-county area of metropolitan Portland are active in the Project. This has been achieved through the leadership of the intermediate education districts of the three counties. Representatives from Oregon school districts outside the metropolitan Portland area, from Washington State, and from private school systems have also made valuable contributions.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single participant could provide. Second, it makes it possible to draw upon a large and nationally representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In less than two years there have already been substantial payoffs. Reports indicate that even the critique collections have been used extensively in curriculum development and evaluation the past year and summer.

School districts contribute services of teachers to the Project, using local curriculum funds. Other current sources of support are the Oregon Board of Education, the Small Grants Program of the Regional

Office of the U.S. Office of Education, and curriculum and evaluation funds of the Multnomah, Clackamas, and Washington County Intermediate Education Districts and the Portland Public Schools.

The contributions of the Oregon State Department of Education and USOE are small in terms of the total budget of the Project, but the involvement is significant. The Project's goals are consistent with the State's interests in better educational management practices and instructional improvement. State involvement has already proved important in disseminating products, and the Project has had an influence on state developments in PPBS and educational goals at the legislative and state board level. Finally, USOE involvement provides future potentials for national dissemination and involvement.

What can the goals in this collection be used for?

School systems may use the collections as a yardstick by which to measure the adequacy of goals and objectives already in use. Goals and objectives of local courses of study and textbooks can be contrasted with the goals in this collection to see how complete they are and how well they provide for different interests, abilities, and levels of achievement. They can also be evaluated for conciseness, clarity, and accuracy using these course goals as models.

These kinds of studies can be undertaken by teachers from all levels of a school system (to assure articulation and philosophic unity); across grade levels, divisions, or high school departments (to assure agreement as to goals and ways and means of attaining them) or by individual teachers.

A related use of the goals is as a starting point for reviewing what the schools should teach and the materials to be used to support teaching. The logical sequence of discussions about what is important to teach and learn is to move from broad policy goals to program goals to course goals, with appropriate community-board-staff-teacher-student representations at each level. The taxonomic classifications of this collection can serve as a check on higher order goal formulations, and the goals themselves can function as generators of lower order objectives and instructional plans.

The project provides an important resource for improving the quality and extent of participation of students, parents, teachers, school boards, and other citizens in deciding the mission of the schools. An intensive look at the roles of each participating group in generating, reviewing, contributing to, and approving goals will be a future task of the Project.

Another use of the collection is to provide a basis for teaching-learning accountability. If a school approves all or part of the course goals for its students, grade level, divisional, or departmental representatives may choose from them those that are best suited to individual or group aptitudes and interests.

It is possible for teachers to review goals with each student and contract for their attainment if a completely individualized program is desired. Or, it is possible to stake out a set of goals for target groups (regular classes, special classes, mini-courses, etc.). In any event, the goals themselves are sufficiently explicit that means of teaching them and of evaluating their attainment can be devised and applied individually or to groups to suit the needs of teachers and management.

Another use of the collection is the rewriting and development of courses and curricula. By making curricular options explicit and sharable, the collection can help in the development of new or modified courses of instruction and the design or redesign of curricular experiences. One important example of curriculum development fostered by this collection is cross-disciplinary education. Probably no concept is currently more abused than "interdisciplinary education." While the goals of subject matter learning are at least implicit in the textbooks and other materials used by teachers, the goals of interdisciplinary education do not have even that questionable point of tangible reference. The Tri-county Project, through its extensive coding and retrieval systems, permits selection of goals in terms of various combinations of subject matter, educational level, types of knowledge and process, career education program goals, concepts and values, and index words. This system provides important cues for interdisciplinary planning. The goals, although printed in subject collections such as science, social science, mathematics, music, etc., may be related and grouped in and across subjects through computer retrieval by requesting those goals bearing one or more of the seven code parameters. Thus, for example, a teacher interested in a unit on marine biology can request goals dealing with related concepts in science, social science, language, mathematics, or any other subject field.

A final use of this collection is for long-range planning and systematic control of educational development. The past few years in education have demonstrated that few results of experimentation and development are transportable. The inability of educators to define clear, unambiguous statements of desired learning outcomes is an important underlying cause. The Tri-county Project is establishing sets of goals that may be used consistently for instructional planning and evaluation. The sets are open and are added to each time teachers or curriculum planners specify appropriate learnings not represented in the original collections. However, any statement admitted to the collection undergoes a rigorous process of statement, definition, and coding to insure that its utility to teachers is equal to goals already in the collection.

These collections will support all curriculum development activities in the Portland School System within a year or two, and in many other school districts in the tri-county area as well. The stability this will provide educational experimentation and development is apparent. The power of the goal collections themselves in promoting good educational planning and the ease and convenience it affords teachers in that planning is equally evident.

Other uses can be cited, but districts will discover these. In all of the above activities, districts are invited and encouraged to use the collection selectively and to add their own goals wherever this collection is insufficient to their needs. We hope that where they do add and modify, they will use the feedback forms and contribute to the expansion and improvement of the original collection.

Will help be available for evaluating the attainment of the goals in this collection?

The principal measurement-related product sought by the project developers is a set of test items related to each course goal. This set is to be so comprehensive that any teacher who selects a course goal and translates it into one or more instructional goals will be able to retrieve items, or at least examples of items, appropriate to assess the attainment of his instructional goals.

The Project is beginning to define evaluation models appropriate for assessment of goals in each of the classes of knowledge and process. These models will be used to guide both psychometricians and teachers in the development of criterion referenced test items appropriate for measuring each type of knowledge and process. Teachers using the course goals during the period the items are being developed will be asked to supply copies of their periodic and final examinations to provide materials for a comprehensive set of test items. Teacher aids for test item development based on the different goal types are being prepared to insure the quality of the item bank. As soon as theoretical formulations relating to values, generalizations, and concepts are refined and consistent, similar work will begin in developing evaluation models and items for those classes of learning. This work should take two to five years to complete, depending upon resources.

Is this the final version of the program and course goals?

No. In the development of both the program and the course goals, an effort was made to make them comprehensive, realistic, and immediately applicable to schools as they are currently organized. At the same time, these goals and the taxonomy are to be revised and improved as they are subjected to use and scrutiny by teachers and curriculum personnel. This is to be accomplished through the feedback instrument distributed with these goals.

As time passes, new goals will be called for. For this reason a provision is being made for the continual review and revision of the goals. This will be largely dependent on feedback from the field. Thus, what is being created is a complete, dynamic, open system for goal-based learning and evaluation. Such a system will be a useful resource to all those seeking to improve their understanding of what should be learned, how it should be learned, and how evaluated.

How to read and interpret the materials in this goal collection.

Following this introduction there are four sets of indexes for retrieving course goals (indicated) by four different colors: subject matter taxonomy, pink; knowledge and process classifications, yellow; subject area program goals, blue; and career education program goals, green.

Codes on the course goals refer to the materials on the colored pages. The colors are to help you find the meaning of a code found beside a course goal. Below is a description of how to read and interpret a page of course goals and its codes.

The bulk of the pages in this collection are taken up with the course goals themselves and their codes. Since our aim here is to learn how to read, interpret, and use these goals, let us look at and discuss a sample page of them from the art collection. (Please see the following page.)

The number headings of the left hand column (4. Processes and Products, 4.5 Sculpturing, and 4.52 Methods) are those sections and subsections of the subject matter taxonomy under which the goals on this page are classified. The subject matter taxonomy which is to be found on the pink pages in the front of of the book serves as a table of contents for this collection.

By looking through the taxonomy, a user can find what topics are covered and can turn to those in which he is interested. Also, the headings may be used along with one or more of the other codes to retrieve subsets of goals from the computerized storage system. Finally, the taxonomies form a comprehensive but brief overview of the topics in each subject area judged important in K-12 curricula. As such they form a valuable and convenient tool for curriculum and materials review and planning.

The next thing we note in column (1) under the heading "4.521 Additive" are the Course Goals themselves. Some goals in this column have a bracket to their left. The goals inside the bracket are logically related and may be viewed as a unit.

ART

(1)

4. Processes and Products
4.5 Sculpturing
4.52 Methods

COURSE GOALS	(2) Level P/I/U/H	(3) Knowledge or Process Classifications	(4) Subject Area Program Goals	(5) Career Education Program Goals	(6) Other Related Content Taxonomy Headings	(7) (C) Concept/ (V1, V2) Value Words
4.521 Additive						
The student knows that the additive process in sculpture refers to building up materials into a form or adding materials to an armature.	P I U H	K2 K7	2a 4 5		3.14	(C) Form
The student knows the characteristics of the most commonly used additive materials (e.g., clay and plaster).	P I U H	K3	2a			
4.5211 Modeling						
The student is able to create a sculpture using a subtractive technique (e.g., carving wood, modeling clay).	P I U H	P63	2a 4 5	4a 4d 5a	3.14 3.2	(C) Form (V1) Self-expression
The student knows that modeling is done by manipulating plastic materials with the hands and tools in order to build up the form.	P I U H	K7	2a 4 5			(C) Composition (V1) Innovativeness
4.5212 Construction						
The student knows that construction in sculpture refers to assemblages of materials (e.g., welded metal sculpture, "pink" sculpture).	U H	K2	2a			(V1) Creativity
The student knows features and examples of the most common assemblage techniques (e.g., welding - Giacommetti; junk - Watts Towers).	U H	K3	2a			
The student is able to assemble materials in various ways to create a sculptural statement.	U H	P76	2a 4 5	4a 4d 5a	3.14 3.2	(C) Form (V1) Creativity

The column (2) on the page as we move from left to right is headed "Level P/I/U/H" (primary, intermediate, upper, and higher). This code provides the teacher or curriculum planner an estimate of the level or levels at which the learning is appropriate. Many times the nature of the goal suggests continued learning over several levels, in which case all levels involved are coded. These indications of level are suggestive only, for it is evident that the appropriate time for learning varies with the interests and abilities of students.

The third column (3) is headed "Knowledge or Process Classifications." The classifications referred to are described at the front of the book on the yellow pages. All goals are roughly classified as knowledge or process depending upon whether they deal with something that is to be known or something the student is able to do. All goals, therefore, begin with the words, "The stud knows..." or "The student is able to..."

The familiar knowledge/process distinction is further subdivided into twelve knowledge and seventy-nine process categories to which all course goals have been coded. It will be noted that these classifications owe a partial debt to earlier researchers; notably, Benjamin Bloom, David Krathwohl, Robert Glaser, Henry Walbesser, and Ralph Tyler in Education; Robert Gagné and Robert Miller i Psychology; Jean Piaget and Jerome Bruner in Child Development; and others.

At this point the reader may question the reason for the rather detailed and elaborate system of classifying educational outcomes that has evolved during the Project. We have found that providing teachers with these classification systems has resulted in a more critical approach to the writing of goals. A teacher in attempting to place a goal in its appropriate category may find that its intent is clearly related to one of the categories but its form of expression does not immediately identify it with that category. By rewording the goal, the teacher brings the true intent of the goal into sharper focus, and in almost every instance improves its meaning and clarity. We have also found that the detailed classifying of knowledge and process goals provides insight into alternative ways of using them for teaching and evaluation. For example, the K2 and K7 beside the first goal on page 12 indicate that it may be taught and evaluated either as a definition or as a goal about the function and carrying out of the additive process in sculpture. Work has already begun in analyzing and suggesting to teachers the types of measurement appropriate for each type of knowledge goal. This work will be extended to process learning as rapidly as resources permit.

In addition to labeling process goals wherever they appear in the collection with the appropriate process classification, goals on the methods and processes of art have been collected in section 3.3 "Approaches" and section 4. "Processes and Products."

Column (4) on the page is headed "Subject Area Program Goals." In this column we find the number of one or more of the program goals found in the front of this book on the blue pages. The definition of this type of goal and its relation to course goals was discussed earlier. Here it is enough to recall that program goals are more general than course goals and that a set of program goals should constitute a description of the major overall learning outcomes expected from a program. Each course goal is cross coded to the program goal(s) to whose attainment it is most directly related.

Column (5) on the page is headed "Career Education Program Goals." In this column we may find the code of one or more of the Career Education program goals found in the front of the book on the green pages. Career education, as envisioned by the coders, concerns the total life of an individual, including day-to-day living, vocation, avocation, and leisure. Nearly every course goal bears at least an indirect relationship to career education viewed in that manner. Only those course goals, however, which have a "direct" relationship to a career education program goal have been coded to that program goal.

A "direct" relationship was interpreted to exist between a course goal and a career education program goal if a teacher could easily and naturally attach some career meaning to the instruction relating to that course goal and thus readily integrate the teaching of career education into teaching his subject. The restriction of the codings to direct relationships as just defined means that codings to career education program goals are relatively rare in the goals written under the more detailed and technical parts of a subject's taxonomy such as the composition and language of art sections of the art taxonomy.

A reader should not assume that because a course goal is cross coded to a career education program goal that he should make an effort to relate it to career education in every case. That is up to himself and the policies to which he is responsible. This coding provides suggestions, not prescriptions for curriculum planning and teaching.

A teacher may use this coding as a help in integrating a discipline and career education and vice versa, by asking himself the following question: "When I am teaching this goal, is there some aspect of career education that can usefully and naturally be brought to the attention of my students?" The cross coding, where it appears, suggests there may be and what the aspect is.

The career education code used with these goal collections makes them the first operational resource for "integrating career education and the rest of the curricula." Naturally a great deal of work has to be done to refine and extend the beginning which the present cross codings represent.

The relation of art and career education is dealt with somewhat differently and more directly in the goals found under the "3.33 Artist-Work of Art" and throughout 4. in goals relating processes and products to career and commercial possibilities. The project will continue to explore the validity and possible extensions of both the latter method of writing goals specifying the relation of a subject area and career education, and also the former complementary approach of cross coding goals throughout the collection to their point of contact with career education.

The coding "Other Related Content Taxonomy Headings" under column (6) is provided since goals are often rightly classified under more than one subject heading. The numbers in this column refer to the taxonomy on the pink pages at the front of the book. For purposes of computer retrieval, it is possible to request all goals which deal with a particular subject heading, and to extract not only the goals placed under that heading, but also all other goals cross-referenced to it wherever they are located in the collection. While this capability presently exists only within a subject field, it later will be provided among subject fields.

Column (7) on this page is headed "(C) Concept/(V1, V2) Value Words." This form of code is one of the newest and potentially most useful ways to describe and retrieve sets of goals, especially for interdisciplinary learning. Although explicitly singling out the concepts and values dealt with in goals is theoretically very interesting and useful, in practice it is very difficult since no valid lists of such concepts and values exist in the various subject areas. Accordingly, the codings applied in this critique edition should be viewed as experimental attempts made to solicit constructive criticism.

The paragraphs below describe briefly the definitions and procedures used in applying this code.

Words chosen to characterize values and concepts represent residuals of experience that influence the way individuals perceive and behave. Thus, the word freedom connotes certain behaviors associated with the ideal state. Likewise, a word like honesty characterizes a set of behaviors which viewed from a societal perspective characterizes an individual as honest. From an educator's point of view, the only resources available to help students acquire the desired concepts and behavioral tendencies are the knowledge and process learnings planned for and with students.

The words designating the major concepts to which a goal relates are written beside that goal in this fifth column. Words identifying concepts are preceded by "(C)" to distinguish them from the value words found in the same column.

A glance through the subject matter taxonomy on the pink pages at the front of the book reveals many headings which themselves are concept words. These headings have not been repeated as concept words on every goal under that heading, but only on those which bear the most direct and general relationship to the concept designated.

Especially important in considering the nature of values is the distinction between the instrumental processes of clarifying and forming values (V2) and values as end products to be inculcated and strived toward (V1). The curricular and methodological implications of teaching toward values as end products are entirely different from those concerned with the processes of value clarification and formation.

In helping students acquire and strive to attain values (V1), the educator must rely upon teaching knowledge and skills that have a logical bearing upon these values. Where he is concerned with the teaching of value clarification and formation processes (V2), he must teach such conventional skills as verifying information, relating information to criteria, and other methods of clarifying personal and social values by which the clarification, interpretation, and internalization of information can be accomplished. These are the same processes found in the Inquiry and Problem Solving Processes Classification on the yellow pages at the front of the book and are coded in column (3).

The type of values coded in column (7) of this goal collection is type (V1). Where a goal may be used to inculcate or help a student attain a value, the value is named in this column and a "(V1)" is written in front of it. Where a process related to value formation is dealt with in a goal, it will be a process goal. The process will be indicated by the process code in column (3). Values have also been dealt with explicitly in the several sections of the art taxonomy and the goals indexed by them -- notably sections "1.4 Growth in Understanding," "1.5 Growth in Appreciation," "1.6 Judgmental Growth (Evaluating)," "3.333 Attitude," and "5.1 Nature Design."

The attempt to deal with concepts and values provides another means (along with the treatment of process as well as knowledge) by which this collection can serve as a resource to those wishing to explore and respond to the full range of approaches and orientations being developed for teaching and learning art.

Another useful code is the Index Word. Although it does not appear on the printed page, it is keyed to each goal for retrieval in much the way documents are coded for retrieval in the familiar ERIC retrieval system. Users will have available lists of index words by discipline and across disciplines.

A most important set of materials in this manual is the Feedback Instrument. This instrument calls for the minimum information we need from you, the user, if we are to refine and expand the collection and improve its value to all users. Additional input is welcomed by phone, word of mouth, carrier pigeon, etc., after you have discussed and tried out this resource in your district. Ultimately, the success of the Project is dependent on this input.

Points of special interest about the course goal collection in Art.

Organization: The taxonomy and goals have been organized in a developmental sequence as much as possible, e.g., awareness and knowledge of the elements (3.1), principles (3.2), and approaches (3.3) of art support the products and processes (4.) which in turn are applied in the "design for living" section (5.). Within major sub-divisions attempts have been made to present the basic information at the beginning of the section.

Coding: The authors have attempted to make it possible when appropriate to integrate awareness, historical and cultural orientations, and art techniques into other areas by cross coding under "Other Related Content Taxonomy Headings." Time limitations, however, have made it impossible to completely cross code every goal as carefully as the authors would have liked. It was also not always possible to ideally indicate all the concepts and values dealt with in all the goals.

Goals: The goals in some areas are not as comprehensive as they could be (e.g., "1. Developing and Using Awareness"). The headings and some goals have been made available, however, and it is hoped that users will suggest additional goals via Feedback Instrument II. One of the uses of these collections is for teaching/learning planning. Teachers in art will find the goals especially helpful for:

a. Organizing developmental sequences for overall curriculum or segments.

b. Checking to make sure major points in each area are covered.

c. Filling in specific areas in which their own knowledge is incomplete and directing them to information which is useful.

SUBJECT MATTER TAXONOMY

ART TAXONOMY

1. Developing and using awareness
    - 1.1 Sight (seeing)
        - 1.11 Vision (process of seeing)
            - 1.111 Contributions of other senses to vision
        - 1.12 Observational focus (what is seen)
            - 1.121 Natural and man-made environments
    - 1.2 Intuitive response
        - 1.21 Attending (looking)
        - 1.22 Physical and emotional reactions
    - 1.3 Identification (perceiving)
        - 1.31 Frame of reference
    - 1.4 Growth in understanding
        - 1.41 Interrelationships
            - 1.411 Cultural
            - 1.412 Environmental
            - 1.413 Psychological
            - 1.414 The artist/designer
        - 1.42 Information
            - 1.421 Media and education
            - 1.422 Experience
            - 1.423 Increased observation
    - 1.5 Growth in appreciation
        - 1.51 Rational
        - 1.52 Reactional (empathy)
    - 1.6 Judgmental growth (evaluating)

2. History - culture orientation

- 2.1 Western culture
  - 2.11 Prehistoric
  - 2.12 Ancient
    - 2.121 Egyptian
    - 2.122 Mesopotamian
      - 2.1221 Babylonian
      - 2.1222 Assyrian
    - 2.123 Cretan
    - 2.124 Greek
    - 2.125 Roman
  - 2.13 Medieval
    - 2.131 Western Europe
      - 2.1311 Early Christian
      - 2.1312 Romanesque
      - 2.1313 Gothic
    - 2.132 Byzantine
  - 2.14 Renaissance
  - 2.15 Post-Renaissance
    - 2.151 Mannerism
    - 2.152 Baroque
    - 2.153 Rococo
  - 2.16 Modern (19th to 20th century)
    - 2.161 19th and early 20th century
    - 2.162 Mid-20th century
- 2.2 Non-western cultures
  - 2.21 African

- 2.22 Asian
  - 2.221 Oriental
    - 2.2211 Japanese
    - 2.2212 Chinese
  - 2.222 Indian
  - 2.223 Near East
    - 2.2231 Islamic
    - 2.2232 Persian
- 2.23 Native American
  - 2.231 Central and South American Indian
  - 2.232 North American Indian
  - 2.233 Eskimo
  - 2.234 Polynesian

3. Composition and language
   - 3.1 Elements
     - 3.11 Space
       - 3.111 Open
       - 3.112 Closed
     - 3.12 Line
       - 3.121 Line direction
       - 3.122 Line quality
     - 3.13 Shape 2-dimensional
       - 3.131 Geometric
       - 3.132 Free (amorphic)
       - 3.133 Positive
       - 3.134 Negative

- 3.14 Form 3-dimensional
  - 3.141 Geometric
  - 3.142 Free (amorphic)
  - 3.143 Mass
- 3.15 Texture
  - 3.151 Actual
  - 3.152 Visual
- 3.16 Color
  - 3.161 Hue
    - 3.1611 Primary
    - 3.1612 Secondary
    - 3.1613 Intermediate (tertiary)
  - 3.162 Value
    - 3.1621 Tints
    - 3.1622 Shades
    - 3.1623 Gradation
  - 3.163 Intensity
    - 3.1631 Bright
    - 3.1632 Dull
    - 3.1633 Neutral
  - 3.164 Schemes
    - 3.1641 Monochromatic
    - 3.1642 Analogous
    - 3.1643 Complementary
    - 3.1644 Triad
    - 3.1645 Split-complementary

- 3.165 Conventions
    - 3.1651 Psychological
    - 3.1652 Emotional
    - 3.1653 Cultural
- 3.166 Science
    - 3.1661 Light
    - 3.1662 Pigment

3.2 Principles

- 3.21 Unity
- 3.22 Emphasis
    - 3.221 Dominance
    - 3.222 Sub-dominance
- 3.23 Balance
    - 3.231 Symmetrical - perfect - formal
    - 3.232 Asymmetrical - imperfect - informal
- 3.24 Movement
    - 3.241 Rhythm
    - 3.242 Harmony
    - 3.243 Tension
    - 3.244 Transition
- 3.25 Repetition
- 3.26 Radiation
- 3.27 Variety
- 3.28 Perspective

3.3 Approaches

- 3.31 Treatment of subject
    - 3.311 Realistic
    - 3.312 Abstract

- 3.313 Surrealistic
- 3.314 Non-objective
- 3.315 Composition forms
    - 3.3151 Landscape
    - 3.3152 Interior
    - 3.3153 Still-life
    - 3.3154 Figure study

3.32 Methods
- 3.321 Massive
- 3.322 Linear
- 3.323 Collage-assemblage
- 3.324 Mixed media

3.33 Artist - work of art
- 3.331 Technical consideration
- 3.332 Preparation
- 3.333 Attitude
- 3.334 Life

4. Processes and products

4.1 Drawing

4.11 Media materials
- 4.111 Tools
- 4.112 Surfaces

4.12 Techniques
- 4.121 Linear
    - 4.1211 Continuous line
    - 4.1212 Gesture
    - 4.1213 Contour

- 4.122 Massive
    - 4.1221 Cross-contour
    - 4.1222 Weighted
- 4.123 Perspective

4.13 Function and composition

4.2 Painting

- 4.21 Materials
    - 4.211 Paint
    - 4.212 Tools
    - 4.213 Surfaces
- 4.22 Techniques
    - 4.221 Transparent
        - 4.2211 Ink-wash
        - 4.2212 Watercolor
    - 4.222 Opaque
        - 4.2221 Tempera
        - 4.2222 Casein
        - 4.2223 Oil
        - 4.2224 Acrylic
    - 4.223 Mixed media
    - 4.224 Historical
        - 4.2241 Encaustic
        - 4.2242 Fresco
        - 4.2243 Egg tempera

4.3 Printmaking

- 4.31 Monoprint

- 4.32 Relief
  - 4.321 Rubbing
  - 4.322 Subtractive
  - 4.323 Additive
- 4.33 Stencil
- 4.34 Planographic (lithography)
- 4.35 Intaglio
  - 4.351 Engraving
  - 4.352 Etching

4.4 Lettering

- 4.41 Calligraphic
- 4.42 Typeface
- 4.43 Mechanical

4.5 Sculpturing

- 4.51 Media
- 4.52 Methods
  - 4.521 Additive
    - 4.5211 Modeling
    - 4.5212 Construction
  - 4.522 Subtractive
  - 4.523 Casting
    - 4.5231 Mold construction
    - 4.5232 Impressions
    - 4.5233 Lost wax
  - 4.524 Kinetic
    - 4.5241 Mobiles
    - 4.5242 **Stabiles**
    - 4.5243 Mechanical

- 4.6 Ceramics and pottery
  - 4.61 Clay
    - 4.611 Bodies and elements
    - 4.612 Preparation and phases of maturation
  - 4.62 Construction techniques
    - 4.621 Handbuilt
    - 4.622 Molded
    - 4.623 Thrown
  - 4.63 Surface treatments
    - 4.631 Texture
    - 4.632 Glazes
      - 4.6321 Composition
      - 4.6322 Application
  - 4.64 Kilns
    - 4.641 Materials
    - 4.642 Loading
  - 4.65 Firing
  - 4.66 Ceramics in life
- 4.7 Textiles and cloth
  - 4.71 Fibers
    - 4.711 Synthetic - natural
    - 4.712 Making cords and threads
    - 4.713 Dying
  - 4.72 Non-woven cloth
  - 4.73 Combining techniques
    - 4.731 Tying-binding
      - 4.7311 Twisting - wrapping
      - 4.7312 Macraméing

- 4.732 Interweaving
  - 4.7321 Weaving and looms
  - 4.7322 Braiding
- 4.733 Needlecraft
  - 4.7331 Knitting
  - 4.7332 Crocheting
- 4.734 Rug making

4.74 Decorative techniques

- 4.741 Dying
  - 4.7411 Tie-dye
  - 4.7412 Batik
- 4.742 Painting
- 4.743 Needlework
  - 4.7431 Stitching
  - 4.7432 Applique

4.8 Photo - film

- 4.81 History and relationships
- 4.82 Light
- 4.83 Visual media
  - 4.831 Still photography
    - 4.8311 Process
    - 4.8312 Film
    - 4.8313 Camera
    - 4.8314 Composition - control
    - 4.8315 Developing
    - 4.8316 Abstracting
    - 4.8317 Display

- 4.832 Projection
- 4.833 Motion picture photography
  - 4.8331 Persistance and vision
  - 4.8332 Film
  - 4.8333 Camera
  - 4.8334 Filming
  - 4.8335 Editing
  - 4.8336 Sound
- 4.834 Electronic visual media
  - 4.8341 Television
  - 4.8342 Video tape

5. Art and design in environments
   - 5.1 Nature design
     - 5.11 Ecology - man's role in the environment
     - 5.12 Ecological controls (conservation)
   - 5.2 Man-made
     - 5.21 Environment
       - 5.211 City planning
       - 5.212 Landscape
       - 5.213 Interiors
     - 5.22 Architecture
       - 5.221 Physical requirements
       - 5.222 Types of architecture
         - 5.2221 Historical
         - 5.2222 Geographical

- 5.223 Functions
    - 5.2231 Home
    - 5.2232 Community
- 5.23 Objects
  - 5.231 Industrial
  - 5.232 Fashion
    - 5.2321 Garments
    - 5.2322 Ornamentation and jewelry
- 5.24 Commercial
  - 5.241 Sign and symbols
  - 5.242 Illustrations and cartooning
  - 5.243 Package design
  - 5.244 Television advertising

KNOWLEDGE
AND
PROCESS
CLASSIFICATIONS

-Knowledge Categories-

G1	Principles and Laws
G2	Simple Generalizations
K1	Conventions: Names and Nomenclature
K2	Conventions: Symbols, Rules, Standardized Processes, Definitions
K3	Properties, Parts, Characteristics, Features, Elements, Dimensions
K4	Trends and Sequences
K5	Similarities and Differences, Discriminations, Classifications
K6	Contexts, Locations, and Orientations
K7	Operations, Methods of Dealing with, Functions
K8	Cause and Effect Relationships (Costs and Benefits)
K9	Criteria or Standards
K10	Non Cause-Effect Relationships

-Inquiry-Problem Solving Processes-

P1 Input Acquiring Information

- P11 Viewing
- P12 Hearing
- P13 Feeling (tactile)
- P14 Smelling
- P15 Tasting
- P16 Using sense extenders

P2 Input Verification Insuring Validity and Adequacy

- P21 Evaluating authoritativeness of sources
- P22 Evaluating logical consistency and accuracy
- P23 Evaluating relevance to desired learning purposes
- P24 Evaluating adequacy for acting or deciding (comprehensiveness and depth)

P3 Preprocessing — Organizing Information

P31 Labeling, naming, numbering, coding
P32 Recording, listing
P33 Classifying, categorizing, grouping, selecting, according to criteria
P34 Ordering, sequencing
P35 Manipulating, arranging, transforming, computing
P36 Estimating
P37 Summarizing, abstracting

P4 Processing I — Interpreting Information (drawing meaning from data)

P41 Decoding verbal and non-verbal symbols
P42 Inferring, interpolating, extrapolating
P43 Analyzing
P44 Associating, relating, equating
P45 Comparing, contrasting, discriminating
P46 Synthesizing
P47 Testing against standards or criteria
P48 Generalizing

P5 Processing II — Using Information to Produce New Information

P51 Theorizing, predicting
P52 Formulating hypotheses
P53 Testing hypotheses
P54 Revising hypotheses

P6 Output I — Acting on the Basis of Information

P61 Reacting
P62 Making decisions
P63 Solving problems
P64 Restructuring values (adapting, modifying)
P65 Restructuring behavior (adapting, modifying)
P66 Encoding verbal and non-verbal symbols prior to communication
P67 Creating on the basis of knowledge and processes

P7 Output II — Communicating Information

P71 Vocalizing (non-verbal)
P72 Gesturing, moving
P73 Touching
P74 Speaking
P75 Writing
P76 Using art media (painting, drawing, sculpting, constructing, etc.)
P77 Dramatizing
P78 Singing, playing instruments
P79 Dancing

SUBJECT AREA
PROGRAM GOALS

ART PROGRAM GOALS

1. The student is able to interpret the natural and man-made environment with perception and discrimination.

2. a. The student knows and is able to select and use art materials that are specifically suited to requirements for art expression.

   b. The student is able through art to interpret the life and values of his culture and that of others.

   c. The student is able to value the ideas that inspire his own art expression and that of others.

3. The student understands the art of his own heritage, historical and cultural art forms, and the interaction of art and society.

4. The student knows the language of art and is able to use that language to express himself and to communicate.

5. The student knows the major principles of composition and is able to apply this knowledge to his work.

6. The student has the knowledge and skills needed to adapt to his visual environment.

7. The student is able to apply the language, disciplines, and processes of art to improve the quality of his personal life and that of society.

CAREER EDUCATION
PROGRAM GOALS

CAREER EDUCATION PROGRAM GOALS

	Awareness K-6	Exploration 7-10	Preparation 11-12
1. Attitudes and Values Toward Self and Others	X	X	X
2. Attitudes and Values Toward Work	X	X	X
3. Career Education and the Total Curriculum	X	X	X
4. Career Exploration		X	X
5. Career Preparation		X	X
6. Career Placement and Employment			X

Regardless of the instructional level at which each group of program goals is introduced, continuous development and reinforcement through the remaining years of education is expected.

CAREER EDUCATION PROGRAM GOALS

1. Attitudes and Values Toward Self and Others

    a. The student knows the physical and emotional benefits of understanding and respecting self and others throughout life.

    b. The student knows that the major sources of understanding, acceptance, and respect of self are understanding, acceptance, and respect for others.

    c. The student knows that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2. Attitudes and Values Toward Work

    a. The student knows the personal, social, economic, and political reasons for work in our society.

    b. The student knows that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

    c. The student knows that in our society he is dependent on the goods and services of others for his welfare and survival.

3. Career Education and the Total Curriculum

    a. The student knows that skill in job exploration, selection, and preparation can lead to continuing career enhancement and personal fulfillment.

    b. The student is able to identify career alternatives, select those consistent with his values and goals, and implement chosen courses of action.

    c. The student knows the physical and psychological reasons for seeking a balance between work and leisure activities.

4. Career Exploration

    a. The student is able to evaluate his aptitudes, interests, and abilities in exploring career opportunities.

    b. The student knows the major factors that may affect his career opportunities and decisions (e.g., physical, social, economic, educational, cultural, and technological).

    c. The student knows that individuals can learn to function effectively in a variety of occupations.

d. The student knows that every career has entry, performance, physical, attitudinal, and educational requirements.

e. The student knows that career choice may help determine friends, associates, and status in the community.

f. The student is able to select a tentative career choice based upon exploration of a wide variety of occupations.

g. The student knows that career choice affects the amount and type of leisure activity that may be pursued.

5. Career Preparation

a. The student is able to develop and apply the basic skills and behaviors required to perform one or more entry level jobs.

b. The student is able to employ the following organizational skills appropriate to the career of his choice:

    1. identify the objectives of a task
    2. specify the resources required
    3. outline the steps necessary for completion
    4. perform the actual operations
    5. evaluate the final product

6. Career Placement and Employment

a. The student is able to make an assessment of the labor market to determine opportunities that will advance his career.

b. The student knows the educational opportunities that exist beyond grade 12 for the enhancement of his career skills and his personal development.

c. The student knows the advantages and responsibilities associated with working independently, as a member of a team, and under direct supervision.

d. The student knows that the acceptance of a task requires the acceptance of responsibilities to himself and others.

e. The student knows the opportunities for vertical and lateral mobility within his career cluster.

COURSE GOALS

1. Developing and Using Awareness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1. Developing and Using Awareness The student knows the location and use of print and non-print materials related to developing and using awareness in art (e.g., card catalog: "Art--Psychology," "Esthetics," "Art--Study and Teaching," "Art Criticism"; Reader's Guide: "Art--Appreciation," "Art, Exhibitions," "Eye in Art"; area and building audio-visual catalogs: "Art Appreciation"; Periodical: Craft Horizon; Book Resources: Learning to See Series).	I U H	K6	1 2b 2c			(C) Resources, art (V1) Inquiry

1. Developing and Using Awareness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.1 Sight (seeing)						
The student knows that sight involves both the process of seeing and the segments of the environment that are seen.	P I U H	K1 K2 K3	1 6			
1.11 Vision (process of seeing)						
The student knows the basic elements involved in the process of seeing (e.g., light, the eye, sensations passed to the brain, the cortex).	P I U H	G1 K7	1 6	1b		
The student knows the effects on vision of amount of light and atmospheric conditions (e.g., misty dawn vs. clear afternoon).	P I U H	K8	1 6			
1.111 Contributions of Other Senses to Vision						
The student knows that all the senses can be used to receive impressions about the environment.	P I U H	K7	1 6	1b		(C) Environmen (V1) Aesthetic sensitivit
The student knows that impressions from other senses can affect the interpretation of vision (e.g., odors accompanying images intensify reality).	P I U H	K8	1 6	1b		(C) Environmen (V1) Aesthetic sensitivit

I. Developing and Using Awareness
1.1 Sight (seeing)
1.12 Observational focus (what is seen)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.121 Natural and Man-made Environments						
The student knows the distinctions between natural and man-made elements in the environment (e.g., between unspoiled nature and nature altered and modified by man).	P I U H	K5	1 5 7			(C) Awareness (V1) Aesthetic judgment (V1) Distrimination

1. Developing and Using Awareness
1.2 Intuitive Response

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.21 Attending (looking) The student knows ways a viewer intuitively selects and betters those parts of his environment which are seen and attends to selected parts for identification (e.g., loud noises, bright colors, movement, images which may be attractive or repulsive).	P I U H	K8	1 6			(C) Environment
1.22 Physical and Emotional Reactions The student knows that visual images can evoke both physical and emotional reactions (e.g., physical salivation in responses to pictures of food, emotional response to "warm" and "cool" colors).	P I U H	K8	1 6	1a 1b		(C) Environmen (V1)Pleasure

1. Developing and Using Awareness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.3 Identification (perceiving)						
The student knows that identification and perception of an object is affected by the following: a) the viewer's frame of reference, b) the viewer's conscious or unconscious selection of images.	I U H	K8	1 4			(C) Environment (V1) Aesthetic perception
1.31 Frame of Reference						
The student knows that the viewer's "frame of reference" is the result of his: a) mental and physical attitude, b) cultural and educational background.	P I U H	K3	1 6	1b		(V1) Aesthetic perception

1. Developing and Using Awareness
1.4 Growth in Understanding

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.41 Interrelationships						
The student knows that the elements which enter into understanding what is seen include: the culture, environment, and psychology of the viewer.	P I U H	K8	2b	1a		
1.411 Cultural						
The student knows that a person's response to visual stimuli is affected by his cultural biases.	P I U H	K8	2b	1a		(C) Cultural values
The student knows the ways in which the art of a culture reflects its values, customs and environment.	P I U H	K8	2b	1a		(C) Cultural values (V1) Beauty
The student knows ways that artists are directed and affected by their culture (e.g., conferring of status and monetary rewards for certain types and levels of creation).	P I U H	K8	2b			(C) Cultural values (V1) Individuality
1.412 Environmental						
The student knows effects on the viewer of the type and arrangement of the visual elements in the environment (e.g., bright colors can create a feeling of excitement).	P I U H	K8	1 6			

1. Developing and Using Awareness
1.4 Growth in Understanding
1.41 Interrelationships

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.412 Environmental (Cont.)						
The student knows ways in which artists and designers adapt to and use features of the natural environment (e.g., garments designed for weather conditions, Frank Lloyd Wright's Architecture).	P I U H	K8	1			(C) Adaptation (C) Environment
The student knows ways in which considerations of time and change can affect man's adaptation to and modifications of his environment (e.g., Alan Kaprow's "Happenings," lighting for streets).	P I U H	K8	1			(C) Adaptation (C) Environment
The student knows ways in which consideration of composition and design can affect man's adaptation and modifications of his environment (e.g., Noguchi's sculptures, Halprin's fountains).	P I U H	K8	1			(C) Adaptation (V1) Aesthetic perception
1.413 Psychological						
The student knows ways in which emotions and attidudes can affect the way individuals relate to and change their environment (e.g., Picasso's playfulness, Van Gogh's anger).	P I U H	K8	1 6			(C) Environment

1. Developing and Using Awareness
1.4 Growth in Understanding
1.41 Interrelationships

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.414 The Artist/Designer						
The student knows that visual creation may reflect the artist/designer in the following ways: a) technique--craftsmanship, knowledge of the material, intensity of observation; b) preparation--creative thinking, planning, definition of intent, study and practice; c) attitude--empathy with subject, intuitive feelings, understanding from previous experience; d) life--attitude toward self and others, philosophy, life style, cultural and educational background.	I U H	K3 K[illegible]	1 2b 2c 7	3b 4a 4d		(C) Cultural values (C) Self-expression (V1) Aesthetic perception (V1) Creativity (V1) Individualit
1.42 Information						
The student knows that a person's visual perception (both intellectual and emotional) is enhanced by his total experience, whether sensual, formally academic, or intuitive.	I U H	K4	1 4 6	1b		
1.421 Media and Education						
(No goals yet)						
1.422 Experience						
The student knows various kinds of experience which can contribute to an increased understanding of what is seen (e.g., discussion and listening, travel, visiting museums and exhibitions).	I U H	K8	1 7	1b		(V1) Aesthetic perception

ART

1. Developing and Using Awareness
1.4 Growth in Understanding
1.42 Information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.423 Increased Observation						
The student knows ways in which extensions of natural senses can be used to expand knowledge of what is seen (e.g., lenses--microscope and telescope, microphones, amplifiers).	P I U H	K7 K8	1 7	1b		(C) Technology
The student knows that the acuity of the senses can be intensified through disciplined concentration and exercise.	I U H	K7 K8	1 7	1b		(V1)Pleasure (V1)Self-discipline

1. Developing and Using Awareness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.5 Growth in Appreciation						
The student knows that "visual appreciation" involves responding to, empathizing with, and thinking about what is seen.	P I U H	K3 K8	1	1b		(C) Aesthetic sensitivity (V1)Pleasure (V1)Empathy
1.51 Rational						
The student knows that the environment can be analyzed in the following ways: a) composition (e.g., line, shape, balance, rhythm); b) emotions, sensations, and ideas communicated.	P I U H	K3 K7	1 2c 5 7	1b	3.0	(C) Aesthetic perception
The student knows that the man-made environmental elements can be analyzed in the following terms: a) craftsmanship, b) utility, c) originality, d) the culture it reflects.	P I U H	K3 K7	1 2c 5 7	1b		(C) Aesthetic perception (C) Culture (V1)Utility (V1)Pleasure (V1)Creativity
1.52 Reactional (empathy)						
The student knows that the visual environment can be responded to in the following ways: a) liking or disliking b) identifying emotions and sensations evoked.	P I U H	K3 K7	1 7	1b		(C) Aesthetic sensitivity (V1)Creativity

1. Developing and Using Awareness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.6 Judgmental Growth (evaluating)						
The student knows that the evaluation of visual experience can be influenced by the following factors: a) craftsmanship--the degree to which the artist/designer is able to control the materials being used; b) composition--the way the elements and principles of design are arranged; c) originality--the degree to which the visual experience is original; d) function/intent--the degree to which the visual experience succeeds in accomplishing what the artist/designer intended it to do.	P I U H	K9	1 4 7	1b		(C) Aesthetic perception (V1)Creativity (V1)Judgment (V1)Utility
The student knows ways that aesthetic sensitivity affects an individual's relationship to his environment.	P I U H	K7 K8	6	1a		(C) Environment

2. History - Culture Orientation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
2. History - Culture Orientation						
The student knows that art is affected by social and historical phenomena (e.g., realism in art developed during the social and industrial revolution).	P I U H	G2 K1 K8	1 2b 3			(C) Cultural patterns

2. History - Culture Orientation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.1 Western Culture						
The student knows the location and use of print and non-print materials related to history of Western culture in art (e.g., card catalog: "Art - History," "Art, Primitive," "Art, Medieval," "Art, Renaissance"; Reader's Guide: "Art - History," "Art, Medieval"; area and building audio-visual catalogs: "Art, Ancient," "Art History," "Art History, Middle Ages," "Art, Renaissance," "Art, Modern).	I U H	K6	3			(C) Resources, art (V1) Inquiry

2. History - Culture Orientation

2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.11 Prehistoric						
The student knows that prehistoric art reflects man's experience during the period before the invention of writing.	I U H	K2 K4 K6 K8	2b 2c 3			(C) Cultural patterns
The student knows ways art developed in the following prehistoric ages: Paleolithic, Mesolithic, Neolithic, Bronze, and Iron.	I U H	K4 K6	2b 2c 3			(C) Cultural change
The student knows ways in which prehistoric man's art depicted his environment and culture (e.g., his surroundings and activities including harvesting, hunting, battles, celebrations).	I U H	G2 K4 K8	2b 2c 3			(C) Cultural patterns (C) Environment (C) Needs
The student knows ways in which prehistoric man's environment affected his art (e.g., contours of cavern surfaces used to enhance realism; domesticated animals and cultivation of grain made it possible to design articles for other than utilitarian purposes).	I U H	K8	2b 2c 3			(C) Cultural patterns (C) Environment
The student knows the ways in which prehistoric man used wood, bones, horn, ivory, rocks, reeds, animal hair, feathers, and shells for art tools.	I U H	K7	2b 2c 3			(C) Cultural patterns (C) Technology
The student knows artistic techniques evidenced by work of prehistoric man (e.g., carving done by chipping and flaking, painting done with blow-pipe, pottery with evidence of being handmade).	I U H	K3 K7	2b 2c 3			(C) Cultural patterns (C) Technology

2. History - Culture Orientation
2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.11 Prehistoric (Cont.)						
The student knows ways in which art discovered in archeological investigations contributes to understanding the evolution of man.	I U H	K8	2b 2c 3	1b		(C) Cultural change

2. History - Culture Orientation

2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.12 Ancient						
The student knows that ancient art is distinguished from prehistoric art by the following: a) writing, b) media, c) style, d) symbolism.	U H	K2 K3 K4 K5	2b 2c 3			(C) Cultural patterns
The student knows that the two major cultural areas of ancient art were the Pre-Christian Mediterranean and the Ancient Oriental.	U H	K2 K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.121 Egyptian						
The student knows rules which evidently controlled Egyptian sculpture (e.g., faces always forward, left foot advanced, arms stiff without web-like separation between arms and body, figures showed energy in repose, figures carved from a block of stone).	U H	K3 K9	2b 2c 3			(C) Cultural patterns
The student knows ways in which the Egyptians' belief in life after death is reflected in their art (e.g., pyramids, carved narratives, metal and gold ornaments found in tombs).	U H	K8	2a 2b 3		4.523 5.	(C) Cultural patterns (V1) Belief
The student knows ways in which the cycle of the Nile's activity influenced Egyptian art.	U H	K8	2b 2c 3			(C) Culture (C) Environment
The student knows evident rules of pictorial representation which governed Egyptian artists (e.g., eyes and shoulders in front view; head, waist and legs in side view; men in darker colors then women; lack of detail and shading).	U H	K8 K9	2b 2c 3			(C) Cultural patterns
The student knows ways in which ancient Egyptian artists used symbolism as a form of illustration (e.g., a circle with a dot for a face; a crooked line representing an arm; lotus and papyrus symbols; stylized floral motifs).	U H	K3	2b 2c 3		3.31 4.41	(C) Culural patterns (C) Symbolism
The student knows that Egyptian art is the best known art of the ancient civilizations because: a) climate was conducive to preservation; b) travel and trade disseminated knowledge of Egyptian art; c) it was not subject to catastrophes.	I U H	K2 K8	2b 2c 3			(C) Cultural patterns (C) Transportation

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.121 Egyptian (Cont.)						
The student knows ways in which ancient Egyptian art developed after a relaxation of conventions (e.g. adding form and dimension to paintings and sculpture).	U H	K2 K4	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.122 Mesopotamian						
The student knows ways in which the environment affected Mesopotamian art (e.g., unbaked brick encouraged the use of arches and barrel vaults as architectural design).	U H	K8	2b 2c 3			(C) Environment
2.1221 Babylonian						
The student knows that Babylonian artists depicted their gods as large figures with enormous eyes, "the windows of the soul."	P I U H	K3 K7	1 2b 2c 3		4.7131	(C) Cultural patterns (C) Religion
The student knows that Babylonian artists carved stone miniatures to be used as cylindrical seals (e.g., family and tribe symbols carved to stamp on documents).	I U H	K7	2b 2c 3		2.123 4.4	(C) Cultural patterns
The student knows ways in which Babylonian artists used materials from their environment (e.g., wrote on clay tablets; made shell and stone inlays; bronze, copper, and gold used in casting and engravings).	U H	K7	2b 2c 3			(C) Cultural patterns (C) Environment (C) Natural resources
The student knows ways in which the environment affected Babylonian structures (e.g., architecture built to withstand floods with walls sloped inward, surfaces and edges curved).	U H	K8	2b 2c 3			(C) Cultural patterns (C) Environment
The student knows that Babylonian sculptures portrayed bodies and faces with geometric forms (e.g., cylinders and cones to represent arms and legs, conical dress).	U H	K3	2b 2c 3		3.141	(C) Cultural patterns (C) Perspective

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient
2.122 Mesopotamian

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.1222 Assyrian						
The student knows ways in which the Assyrian artists depicted their culture (e.g., royal lion hunts, battle scenes, sun symbol for diety).	U H	K3 K7	2b 2c 3			(C) Cultural patterns
The student knows ways in which Assyrian artists created realism in sculptures (e.g., feeling of depth through minute differences in height of surface).	U H	K3 K7	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.123 Cretan						
The student knows Cretan art is characterized by the following: a) figures with pinched waists, b) vigorous movement, c) a sense of pride.	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows elements of nature which were reflected in decorative motifs by Cretan artists (e.g., lions, bulls, dolphins, seaweed, and octopus).	U H	K3 K7	2b 2c 3			(C) Cultural patterns (C) Environment

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.124 Greek						
The student knows that Greek architects avoided rigidity by introducing curves and tapers into their forms.	U H	K3 K7	2b 2c 3		4.7	(C) Cultural patterns
The student knows characteristics of Greek art including: a) three-dimensional, b) idealized subjects, c) individual expression, d) simplicity, e) realistic subjects using foreshortening, f) golden mean.	U H	K3	2b 2c 3			(C) Cultural patterns (C) Perspective
The student knows that Greek temples were either Doric (unornamental) or Ionic (ornamental).	U H	K3 K5 K7	2b 2c 3		3.3 4.7	(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.125 Roman						
The student knows that Romans altered Greek forms to give their art an unmistakable Roman quality.	U H	K3 K8	2b 2c 3			(C) Cultural patterns
The student knows reasons for the strong influence of Greek art upon Roman art (e.g., importation of Greek art, Roman use of Greek artists).	U H	K5 K8	2a 2b 3			(C) Cultural patterns (C) Cultural conflict
The student knows influences upon Roman art which resulted from the expansion of the Empire throughout Europe, Northern Africa, and Western Asia.	U H	K6	2a 2b 3			(C) Cultural patterns (C) Imperialism
The student knows that Roman engineers skillfully designed and built roads, bridges, aqueducts, theaters, arenas, and baths.	U H	K4 K7	2b 2c 3			(C) Cultural patterns
The student knows that Roman architecture is characterized by: 1) wide openings 2) large unobstructed interiors 3) the arch, vault, and dome.	U H	K3	2b 2c 3			(C) Cultural patterns (C) Space
The student knows ways in which Roman architects used the arch principle to enclose vast spaces.	U H	K7	2b 2c 3			(C) Cultural patterns (C) Space
The student knows principles which governed Roman architecture: 1) feeling of permanence 2) strength 3) rhythmic order 4) exact balance 5) practicality.	U H	K3 K8	2b 2c 3			(C) Cultural patterns (C) Human needs
The student knows innovative features developed by Roman architects (e.g., use of brick and concrete, round temples).	U H	K3 K4	2b 2c 3			(C) Cultural patterns (C) Resources (V1) Efficiency (V1) Innovativeness

2. History - Culture Orientation
2.1 Western Culture
2.12 Ancient

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.125 Roman (Cont.)						
The student knows that Roman architects designed buildings with large scale interior spaces and round temples whose circular shape was revered as the form of the sky (e.g., the "Dome of Heaven").	U H	K3 K5	2b 2c 3			(C) Cultural patterns
The student knows that much Roman sculpture was documentary (e.g., recording actual battles, scenes from real life as work, leisure, pastime).	U H	K3	1 2b 2c 3			(C) Cultural patterns (C) Data representation
The student knows that Roman artists developed a Relief Sculpture based on the following progressions: 1) surface order 2) full spatial illusionism 3) continuous narrative style 4) sharp frontal scale.	U H	K3 K4	2b 2c 3			(C) Cultural patterns (C) Space
The student knows that Roman artists painted decorations on walls using encaustic and fresco methods.	U H	K3 K7	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation

2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.13 Medieval						
The student knows that the following styles constitute Medieval Art: Early Christian, Byzantine, Moslem, Romanesque, and Gothic.	U H	K1 K6	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.13 Medieval

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.131 Western Europe						
The student knows the roles played by artists in the medieval social structures of Western Europe.	U H	K6 K7	2b 2c 3			(C) Cultural patterns
2.1311 Early Christian						
The student knows ways in which rigid compositional balance was developed and used in early Christian art.	U H	K3 K4	2b 2c			(C) Cultural patterns
2.1312 Romanesque						
The student knows ways in which the following art styles and forms were combined in Romanesque Art: early Christian (classic), Byzantine (Oriental), native European (barbarian) art.	U H	K3 K4 K8	2b 2c 3			(C) Cultural patterns
The student knows ways in which the Romanesque style showed unity and interrelationships among the arts (e.g., manuscrips, vestments, architecture, sculpture).	U H	K3 K7				(C) Cultural patterns (C) Unity
The student knows the characteristics of Romanesque art which classify it as regional or provincial (e.g., English church architecture - long narrow nave, double transepts, square east end; Italina church architecture - early Christian basilica).	U H	K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.13 Medieval
2.131 Western Europe

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.1312 Romanesque (Cont.)						
The student knows that most Romanesque art was religious (e.g., church decoration, reliquaries, religious manuscripts and illustrations).	I U H	G2 K3 K8	2b 2c 3			(C) Cultural patterns
2.1313 Gothic						
The student knows that the Gothic and Renaissance art periods overlapped chronologically in Western Europe.	I U H	K4	2b 2c 3			(C) Cultural patterns (C) Cultural conflict
The student knows that through the fusion of structure and meaning, Gothic art became more intellectual and harmonious than other forms of Medieval styles.	U H	K3 K5 K8	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.13 Medieval

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.132 Byzantine						
The student knows that Byzantine art developed in the Mediterranean area and Eastern Europe following what is generally considered the division of the Roman/Christian Empire in the 5th century A.D.	U H	K6	2b 2c 3			(C) Cultural patterns (C) Cultural conflict
The student knows characteristic of Byzantine art (e.g., mosaics, central plan churches, repetition and intricacy in motifs, characteristic figures - tall, slim, almond-shaped faces).	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the ways in which Oriental and classical art were combined in Byzantine art.	U H	K3 K4 K8	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.14 Renaissance						
The student knows characteristics of Renaissance art (e.g., increased interest in physical reality, secular and everyday subjects, textural qualities and light and dark).	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the significance of the development of the graphic arts in Northern Europe during the Renaissance (e.g., the development of the printing press required new letter forms, the techniques of wood cuts and etching resulted in new art forms-Durer, pictorial art available to more people).	I U H	K4 K8	2b 2c 3			(C) Cultural change
The student knows the ways in which social, economic, and scientific developments influenced Renaissance art (e.g., breakdown of feudal system - further development of guilds and apprenticeship and addition of patrons; development of cities required new architectural forms and sculpture; science of optics-perspective and color; science of anatomy).	I U H	K8	2b 2c 3			(C) Cultural patterns (C) Cultural conflict (C) Change (C) Technology

2. History - Culture Orientation
2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.15 Post- Renaissance						
The student knows that Post-Renaissance art was an elaboration of the Renaissance art (e.g., no new styles were developed; Renaissance styles were worked and reworked).	U H	K4	2b 2c 3			(C) Cultural patterns
The student knows that Post-Renaissance art is generally classified as Mannerism, Baroque, and Rococo.	U H	K2 K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.15 Post-Renaissance

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.151 Mannerism						
The student knows characteristics of Mannerist painting (e.g., subject matter was taken from everyday life and dealt with romantically).	U H	K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.15 Post-Renaissance

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.152 Baroque						
The student knows characteristics of Baroque art (e.g., reverse curves, movement linked with space, profuse decoration, surfaces emphasized rather than edges).	U H	K3	2b 2c 3		3.24	(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.15 Post-Renaissance

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.153 Rococo						
The student knows characteristics of Rococo art (e.g., architecture was decorative rather than structural).	U H	K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.16 Modern (19th to 20th Century)						
The student knows developments which helped to initiate Modern art (e.g., the Bauhaus-architecture and graphics; the Armory exhibition - impressionist painting; African art exhibits - Modigliani sculptures; photography - realistic psychology - abstract expressionism, surrealism).	U H	K4 K8	2b 2c 3			(C) Cultural change
The student knows developments which have caused twentieth century art to become more esoteric (art about art) (e.g., the change in artist's role in society from that of a craftsman providing functional and decorative items, lessening of religious and societal constraints on the artist).	I U H	K4 K8	2b 2c 3			(C) Cultural change
2.161 19th and Early 20th Century The student knows the ways in which the graphic arts were developed in the late 19th century to serve advertising and commercial needs (e.g., posters, lithograph, Toulous Lautrec).	I U H	K6 K7	2b 2c 3			(C) Cultural patterns (C) Communicat
The student knows the characteristics of some of the art styles which developed during the late 19th century and early 20th century, including: impressionism, expressionism, cubism, realism, and surrealism.	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows characteristics of impressionistic painting (e.g., concern with prismatic, sunlight colors and atmospheric illusions; depiction of common everyday scenes and objects).	I U H	K3	2b 2c 3			(C) Cultural patterns (C) Environmen

2. History - Culture Orientation
2.1 Western Culture
2.16 Modern (19th to 20th Century)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.161 19th and Early 20th Century (Cont)						
The student knows the characteristics of some of the art styles which have developed in the mid-20th century (e.g., Dada, Abstract Expressionism, Pop, Op, Funk, Minimal.	I U H	K3 K4	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.1 Western Culture
2.16 Modern (19th to 20th Century)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.162 Mid-20th Century						
The student knows some of the sources of information on current trends in art and design (e.g., periodicals, museums, media, observation).	I U H	K6	3			

2. History - Culture Orientation
2.2 Non-western Cultures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.21 African						
The student knows that most African sculpture is a consciously abstracted form based upon man's interests, activities, and practical beliefs.	U H	K8	3		3. 4.5	(C) Cultural values (C) Utility
The student knows that the lost wax process of casting has been used in African bronze sculpture for at least 10 centuries.	U H	K3	3		4.5233	(C) Culture
The student knows the ways in which African art has influenced western design (e.g., influence on cubism).	U H	K6 K8	3		3.	(C) Culture
The student knows that most African wood sculpture is intricately carved from a single log and retains the cylindrical essence of that log.	H	K3	3		4.5221	(V1) Respect for cultural heritage
The student knows that "Ancestor Figures" were carved by Africans for protective reasons.	U H	K6 K7	3		4.5	(C) Cultural patterns (V1) Respect for cultural heritage
The student knows materials used in African jewelry such as ivory, alligator teeth, quartz, gold.	H	K3	2b 2c 3			
The student knows the ways in which traditional African textiles can be identified: weaving techniques, dying, patterning.	H	K7	2b 2c 3			
The student knows that the African artist has reflected his culture through painting and sculpture, textiles and jewelry.	H	K6 K7	2b 2c 3			(C) Cultural history
The student knows that much small African sculpture was done for utilitarian reasons (e.g., brass pulleys, wood shuttles, ivory combs, quartz vessels).	U H	K7	2b 2c 3			(C) Utility

2. History - Culture Orientation
2.2 Non-western Cultures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.21 African (Cont.)						
The student knows that the African Bushmen left a historical record of South Africa in their paintings on sandstone overhangs.	U H	G2 K7	2b 2c 3			(C) Culture
The student knows the characteristic art forms of the major African kingdoms: Nok, Ife, Benin.	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows varieties of African architecture (e.g., mud and thatch tribal dwellings, Ethiopian solid rock churches, Zimbabwe's granite temples, Kilwo's mosques, Egyptian pyramids and temples).	U H	K3	2b 2c 3			
The student knows that many descriptive rock paintings and carvings done by African artists between 6000--1000 B.C. may be seen on North African rock faces today.	U H	G2 K3 K6	2b 2c 3			(C) Cultural history
The student knows that African abstract geometric designs had definite symbolic meanings.	U H	G2 K3	2b 2c 3			(C) Symbolism
The student knows many varieties of African art (e.g., Olduvai Gorge potteries, Ife sculptures, Congo masks, Bush paintings).	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows ways in which African sculpture shows great tension and strength (e.g., cylindrical compressed form, erect head, feet on ground).	U H	K3	2b 2c 3			

2. History - Culture Orientation
2.2 Non-western Cultures
2.22 Asian
2.221 Oriental

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.2211 Japanese						
The student knows that Japanese painting and architecture are characterized by the following: (a) an instinctive decorative design, (b) a sensitive understanding of harmonious relations between these designs and nature.	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows that the organic feature of Japanese architecture is derived from the method of construction, emphasis on natural surfaces and incorporation of surrounding nature within the form.	U H	K3 K7 K8	2b 2c 3			(C) Cultural patterns (C) Environmen
The student knows that Japanese drawings have a definite line quality which is positive and concise.	U H	K3	2b 2c 3			(C) Cultural patterns (C) Line
The student knows that Japanese wood cuts were simple in form and used bold color.	U H	K3	1 2 3		3 4.3	
2.2212 Chinese						
The student knows the ways in which art was influenced by the religious belief that harmony exists between human beings and the cosmic powers (e.g., misty space in painting relates to the intangible aspect of living).	U H	K8	2b 2c 3			(C) Cultural patterns
The student knows that Chinese landscape painting was characterized by the following: (a) man's insignificant place in the order of nature, (b) landscape forms an ascending spiral.	I U H	K3	2b 2c 3			(C) Cultural patterns (V1) Belief

2. History - Culture Orientation
2.2 Non-western Cultures
2.22 Asian
2.221 Oriental

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.2212 Chinese (Cont.)						
The student knows how the ancient Chinese decorated pottery and fabrics (i.e., paint forced through a mesh woven from human hair).	U H	K7	2b 2c 3			(C) Cultural patterns
The student knows relief printing was done in China in the first century A.D. by ink rubbings of inscriptions carved in stone.	U H	K4	2b 2c 3			(V1) Creativity
The student knows calligraphy is considered to be as important an art as painting in China.	U H	G2 K5	2b 2c 3			
The student knows that Chinese pottery had linear incised patterns ranging from pure geometric design to magical symbols done in a variety of colors and textures.	U H	K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.22 Asian

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.222 Indian						
The student knows ways in which the art of early India showed a highly developed Indian tradition as well as influences from Mesopotamia.	U H	K5 K8	2b 2c 3			(C) Cultural patterns
The student knows that the following features are characteristic of early Indian art: (1) architectural -- cave temples and stupas (e.g., Mohinjo Dara) were places of worship, symbols, and relic keepers; (2) sculptural -- swelling, flowing, entwined forms in relief and some free standing; (3) materials -- wood and sandstone.	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows that the major source of knowledge about early Indian art is architecture and related sculpture since these forms have withstood erosion.	U H	K2	2b 2c 3			(C) Cultural patterns (C) Physical interactio
The student knows that painting was a well-developed art form in early India.	U H	G2 K6	2b 2c 3			(C) Cultural patterns
The student knows the ways in which Buddhism influenced sculptural and pictorial representation of early Indian art and the arts of Java, Burma, Siam, and Cambodia.	U H	K8	2b 2c 3			(C) Cultural patterns (C) Cultural conflict
The student knows ways in which Hindu art forms incorporate the style and characteristics of Buddhist art forms (e.g., entwined swelling forms, symbolism).	U H	K3 K8	2b 2c 3			(C) Cultural patterns (C) Cultural conflict
The student knows that the Hindu influence on India's art is generally characterized by a feeling for the pleasures of life as well as a reverence for the cyclic cosmic wholeness of the religious concept of Nirvana.	U H	K3 K8	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.22 Asian

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.222 Indian (Cont.)						
The student knows features in Indian art which reflect the Hindu influence: (a) pictorial -- images showing the avatars of Vishnu (Krishna), Siva (land of dance), figures with many arms; and (b) temples as homes of the gods.	U H	K3 K5 K8	2b 2c 3			(C) Cultural patterns
The student knows that the artist of India developed miniatures and manuscripts under the influence of contact with Islam in the 17th century A.D.	U H	G2 K6	2b 2c 3			(C) Cultural patterns (C) Cultural conflict

2. History - Culture Orientation
2.2 Non-western Cultures
2.22 Asian
2.223 Near East

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.2231 Islamic						
The student knows that Islamic art was a vital force in countries ranging from Spain to India.	U H	K8	2b 2c 3			(C) Culture (C) Cultural conflict
The student knows that Islamic art had severe religious restrictions which limited its early development.	U H	K8	2b 2c 3			(C) Cultural patterns (V1) Belief
The student knows Islamic mosques show experiments with different arch forms (e.g., pointed arch, horseshoe arch).	U H	K3 K7	2b 2c 3			(C) Cultural patterns
The student knows that Islamic art used the following: (a) vividly painted stucco and wood carvings, (b) marble and glass inlays, (c) objects made of wrought copper and brass engraved and inlaid with silver, and (d) enameled glass.	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the following characteristics of repeated Moslem motifs: (a) the arabesque, (b) floral designs, (c) geometric designs, (d) calligraphic decoration.	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the ways in which calligraphy was integrated in Islamic art (e.g , designs covered entire surface of the object).	U H	K3	2b 2c 3		4.41	(C) Cultural patterns
2.2232 Persian						
The student knows characteristics of Persian art: (a) closely grouped figures, (b) unrealistic proportions, (c) decorative patterns, (d) bright colors, (e) texture, (f) symbolic representation.	U H	K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.22 Asian
2.223 Near East

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
2.2232 Persian (Cont.)						
The student knows the characteristics of Persian carpets: bright colors, close knots, heraldic symmetrical designs.	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the characteristics of Persian metal work (e.g., dynamic curves, counter curves, miniaturization).	U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the ways Persian artists used glazed bricks and tiles (e.g., facing of buildings, ceramic decorations).	U H	K7	2b 2c 3			(C) Cultural patterns
The student knows that the Persians did manuscript illuminations (miniatures) that used brilliant colors and flat patterns.	U H	K3 K7	2b 2c 3			(C) Cultural patterns
The student knows the characteristics of Persian glazes (e.g., hard, opaque).	U H	K3	2b 2c 3			

2. History - Culture Orientation
2.2 Non-western Cultures
2.23 Native American

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.231 Central and South American Indian						
The student knows the major divisions of Central and South American Indian art are Mayan, Aztec, Mochica, Nasca, Tiahuanaco, Inca.	I U H	K2 K3	2b 2c 3			(C) Culture
The student knows the characteristics of Mayan art (e.g., ornament, curving lines, movement).	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows natural materials used by Mayan artists (e.g., stone, bone, wood).	I U H	K7	2b 2c 3			(C) Cultural patterns
The student knows the characteristics of Mayan cities (e.g., secular buildings, pyramidal bases, ritual emphasis).	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows features of Mayan paintings (e.g., done on plaster; recorded historical and religious codices)	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows Mayan pottery techniques (e.g., hand shaping, coil, mold use, no wheel thrown, rubbing, incising).	I U H	K3 K7	2b 2c 3			(C) Cultural patterns
The student knows the following features of Aztec art: (a) massive decoration, (b) free-standing stone sculpture, (c) pyramid temples.	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the following characteristics of Nasca art: (a) textiles consisted of fine woven fabrics, (b) embroidery done with bright colors, (c) pottery with twin spouts joined by a handle, (d) geometric designs, (e) stylized natural forms (plant, animal, human).	I U H	K3	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.23 Native American

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.231 Central and South American Indian (Cont.)						
The student knows reasons for the prominence of Tiahuanacoes' sculpture and architecture.	I U H	K7	2b 2c 3			(C) Cultural patterns
The student knows that Inca art included the following: (a) stone work, (b) erecting fortifications, (c) temples, (d) palaces, (e) cut masonry, (f) interiors decorated with gold and jewels.	I U H	K5	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.23 Native American

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.232 North American Indian						
The student knows that the North American Indian incorporated in its arts and crafts the tools, plants, and animals introduced by European explorers and settlers.	I U H	K4 K8	2b 2c 3	1b		(C) Cultural patterns
The student knows the characteristics of Mochican art (e.g., stirrup-handled pottery, realistic representations of life, natural subjects).	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows characteristics of Pueblo baskets: (a) zig-zag designs, (b) terrace designs, (c) geometric designs, (d) use of red and black, (e) used for household and burial.	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows characteristics of Pueblo structures: (a) made of local sand stone, adobe, and timber; (b) multi-storied; (c) communal.	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows the ways Hopewell art was influenced by and reflects their way of life (e.g., mounds were made for defense, mounds were made for religious purposes, carved stone pipes with animal decorative forms, copper ornaments).	I U H	K3 K8	2b 2c 3			(C) Cultural patterns
The student knows that with steel tools the northwest coast Indian developed the art of wood carving (e.g., canoes, totem poles, and objects for everyday life).	I U H	K6 K7	2b 2c 3		4.5	(C) Cultural patterns
The student knows that the plains Indians developed an art of costume decoration using feathers, porcupine quills, and bead embroidery.	I U H	K3 K6	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.23 Native American

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
2.232 North American Indian (Cont.)						
The student knows that the plains Indians portrayed their way of life with paintings of hunts and battles on shields, tepees, and buffalo skins.	I U H	K3 K6	2b 2c 3		4.2	(C) Cultural patterns
The student knows the characteristics of Navaho art: (a) sand paintings for curative ceremonies; (b) white, red, yellow, black, and blue hues; (c) wool used in weaving.	I U H	K3	2b 2c 3			(C) Cultural patterns
The student knows that the masks carved by the Seneca tribe of the Iroquois nation were highly symbolic, signifying gods, spirits, and animals.	I U H	K3 K8	2b 2c 3		4.5	(C) Cultural patterns (C) Symbolism
The student knows that Canadian tribes embroidered and carved elaborate designs showing the influences of French floral motifs.	I U H	K8	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.23 Native American

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.233 Eskimo						
The student knows that major sources of information about the many cultures of the Eskimos are: (a) artifacts, (b) dwellings, (c) mounds.	P I U H	K6 K8	2b 2c 3			(C) Cultural patterns
The student knows characteristics of Eskimo art: (a) pictorial (scenes of life), (b) concern for visual quality as well as function, (c) shape of original material often retained in final artifact.	P I U H	K3 K8	2b 2c 3 7			(C) Cultural patterns
The student knows the ways in which the following techniques developed by the Eskimos were used: (c) carving, (b) weaving, (c) tanning.	P I U H	K5 K7	2b 2c 3			(C) Cultural patterns
The student knows the relationships between religious and social influences and Eskimo art forms (e.g., carvings on the houses and totem poles).	P I U H	K7 K8	2b 2c 3			(C) Cultural patterns
The student knows Eskimo themes used in the visual arts were also found in literary, musical, and dramatic expression.	P I U H	K7 K8	2b 2c 3			(C) Cultural patterns

2. History - Culture Orientation
2.2 Non-western Cultures
2.23 Native American

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.234 Polynesian						
The student knows that Polynesian art refers to those art forms developed by natives of the South Sea Islands (e.g., Easter Island tiki gods, Hawaiian fabric design).	U H	K7 K8	2b 2c 3			(C) Cultural patterns

3. Composition and Language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.1 Elements						
The student knows the location and use of print and non-print materials related to the elements of composition and language in art (e.g., card catalog: "Composition (art)," "Color--Psychology," "Color Sense"; Reader's Guide: "Composition (art)," "Art Technique"; area and building audio-visual catalogs: "Art, Color," "Art, Composition," "Art, Texture," "Art, Form"; Periodicals: Design).	I U H	K6	4			(C) Resources, art (V1) Inquiry
The student knows that the elements of design are: a) space, b) line, c) shape, d) form, e) texture, g) color.	P I U H	G2 K3	1 4 5 6			

3. Composition and Language
3.1 Elements

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.11 Space						
The student knows that space in art is the area which material things displace.	P I U H	G2 K2	1 6			(C) Space
The student knows that art exists in space.	P I U H	G2 K7	1 6			(C) Space
3.111 Open						
The student knows that open space in art is the limitless area in which material things exist.	P I U H	G2 K2	1 6			(C) Space
3.112 Closed						
The student knows that closed space is limited (e.g., shapes made by closing space, forms made by filling space).	I U H	G2 K3	1 6			(C) Space

3. Composition and Language
3.1 Elements

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.12 Line						
The student knows the following functions of line: a) define space, b) record an action, c) suggest movement, d) indicate direction.	P I U H	K3	1 6			(C) Line (C) Space (C) Data representation
The student knows ways in which line can communicate the following: a) emotion, b) sensations, c) ideas.	P I U H	K8	1 6			(C) Line (C) Communicat (V1) Emotion (V1) Education
3.121 Line Direction						
The student knows the ways in which line shows direction (e.g., horizontal, vertical, diagonal, or curved).	P I U H	K3	1 6			(C) Line
3.122 Line Quality						
The student knows ways in which line can show quality (e.g., blurred-exact; thick-thin; static-dynamic, interrupted-continuous).	P I U H	K3	1 6			(C) Line

3. Composition and Language
3.1 Elements

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.13 Shape Two-Dimensional						
The student knows that two-dimensional space has width and height (e.g., plane, area, surface).	P I U H	G2 K2	1 6			(C) Space
The student knows that shape is a two-dimensional area enclosed by an outline.	P I U H	K1 K2 K3	1 4 6		4.12h	(C) Shape
The student knows that shape can be: a) geometric, b) free (amorphic), c) positive, d) negative.	P I U H	G2 K5	1 6			(C) Shape
The student knows that shape may be positive or negative (e.g., object is positive, area around it is negative).	P I U H	K2 K3 K5	1 6		4.3 4.41	(C) Shape
3.131 Geometric						
The student knows ways in which geometric shapes can be combined and distorted to make all other shapes.	P I U H	K3 K5 K7	1 4 5 6			(C) Shape
3.132 Free (amorphic)						
The student knows that free (amorphic) describes a shape that is other than geometric.	P I U H	K3 K5	1 6			(C) Shape

3. Composition and Language
3.1 Elements
3.13 Shape Two-Dimensional

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
3.133 Positive						
The student knows that positive shape is defined area.	P I U H	K3	1 6			(C) Shape
3.134 Negative						
The student knows that negative shape is area that is undefined in relationship to defined area.	P I U H	K3	1 6			(C) Shape

3. Composition and Language
3.1 Elements

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.14 Form Three-Dimensional						
The student knows that form exists in and defines three-dimensional space.	P I U H	G2 K2	1 6			(C) Form
The student knows that form has the following characteristics: a) geometric, b) free (amorphic), c) mass, d) volume.	P I U H	K3 K5	1 6			(C) Form
3.141 Geometric						
The student knows that the basic geometric forms are cubes, cylinders, spheres, pyramids, and cones.	P I U H	K2 K3 K5	1 4 6		4.5 4.62 4.73	(C) Form
The student knows that secondary geometric forms are adaptations or combinations of basic geometric forms.	P I U H	K2 K3	1 4 6		4.5 4.62 4.73	(C) Form
3.142 Free (amorphic)						
The student knows that free (amorphic) forms are forms other than geometric.	P I U H	K2	1 6		4.5 4.62 4.73	(C) Form
3.143 Mass						
The student knows that mass is a solid body of matter.	P I U H	K1 K2	1 4 5 6		4.5 4.62 4.73	(C) Form
The student knows that the illusion of mass can be created in a two-dimensional surface.	I U H	K3 K7	1 4 5 6		4.1222 4.2	(C) Form

3. Composition and Language
3.1 Elements
3.14 Form Three-Dimensional

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.143 Mass (Cont.)						
The student knows that volume is the space within the defined mass.	P I U H	K2 K3	1 6		4.2	(C) Form

3. Composition and Language
3.1 Elements

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.15 Texture						
The student knows that texture is the surface quality of anything touched and/or seen.	P I U H	K1 K2	4 5		4. 4.74	(C) Texture
The student knows the following are used to develop texture: a) line, b) shape, c) form, d) color.	P I U H	K7	1 4 5 6		3.12 3.13 3.14 3.162 3.163	(C) Texture
The student is able to develop texture for use in two-and three-dimensional composition.	P I U H	P76	4 5			(C) Texture
3.151 Actual						
The student knows that texture may be revealed through kinesthetic experiences.	P I U H	K7 K8	1 6			(C) Texture
The student knows that objects having various textures exist in the environment (e.g., leaves, brick walls, gravel paths).	P I U H	K3	1 6			(C) Texture
3.152 Visual						
The student knows ways in which the illusion of texture can be created.	P I U H	K7	1 4 5 6			(C) Texture (V1) Aesthetic sensitivity

3. Composition and Language
3.1 Elements

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.16 Color						
The student knows that color is the character of a surface which is the result of the response of vision to the wave-length of light reflected from that surface.	P I U H	G2 K2	4 5 6	4b		(C) Color
The student knows the following characteristics of color: a) hue, b) value, c) intensity.	P I U H	G2 K3	4 5 6			(C) Color
The student knows that the use of color is affected by the following: a) schemes, b) conventions, c) science.	P I U H	G2 K8	4 5 6			(C) Color

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.161 Hue						
The student knows that hue is the name of a color or non-color (black, white) in the color spectrum.	P I U H	K1 K2	4 5			(C) Color
The student knows hues can be classified in the following way: a) primary, b) secondary, c) intermediate (tertiary), d) neutral.	P I U H	K5	1 4 5 6			(C) Color
3.1611 Primary						
The student knows that the primary pigment colors are red, yellow, and blue.	P I U H	G2 K5	4 5			(C) Color
The student knows that primary pigment hues are used to produce all secondary and intermediate (tertiary) colors.	P I U H	K7 K8	4 5			(C) Color
3.1612 Secondary						
The student knows that the secondary pigment colors are green, orange, and violet.	P I U H	K1 K5	4 5			(C) Color
3.1613 Intermediate (tertiary)						
The student knows that intermediate (tertiary) pigment colors are combinations of primary and secondary hues (e.g., red-orange, blue-green).	P I U H	K3 K8	4 5			(C) Color

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.162 Value						
The student knows that value is the degree of lightness or darkness of a hue.	P I U H	C2 K2	4 5			(C) Color
The student knows the classifications of value: a) tint, b) shade, c) gradation.	P I U H	K5	4 5		4.12 4.22 4.8315 4.8341	(C) Color
The student knows that true colors may vary in value in relationship to one another (e.g., red is darker than yellow but lighter than blue).	P I U H	K3 K5	4 5		3.164 3.165 3.166 4.211 4.3 4.74	(C) Color (V1) Visual acuity
3.1621 Tints						
The student knows that tints are a light value of a color made by adding white.	P I U H	K2 K3 K8	4 5		4.22	(C) Color
3.1622 Shades						
The student knows that shades are a dark value of a color made by adding black.	P I U H	K2 K3 K8	4 5		4.22	(C) Color
3.1623 Gradation						
The student knows that gradation is the changing value of a hue from light to dark or dark to light.	P I U H	K2	4 5		4.12 4.22	(C) Color

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.163 Intensity						
The student knows that intensity is described in the following ways: a) bright, b) dull, c) neutral.	P I U H	K5	4 5		4.12 4.22	(C) Color
The student knows that bright colors appear to advance and dull colors appear to recede.	P I U H	K3	4 5		4.12 4.22 3.164 3.165 3.166 5.	(C) Color (V1)Visual acuity
3.1631 Bright						
The student knows that a bright hue refers to maximum intensity.	P I U H	K2 K3	4 5			(C) Color
3.162 Dull						
The student knows that dull refers to a hue at its minimum intensity.	P I U H	K3	4 5		4.12 4.22	(C) Color
The student knows that a hue is made dull by adding a complementary color to it.	P I U H	K7	4 5		4.12 4.22	(C) Color
3.1633 Neutral						
The student knows that neutral hues are developed by reducing their intensity.	P I U H	K7	4 5		4.12 4.22	(C) Color
The student knows that neutral hues are white, brown, black, and their gradations.	P I U H	K5	4 5		4.12 4.22	(C) Color

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.164 Schemes						
The student knows that color schemes are ordered hue relationships.	P I U H	K2	4 5			(C) Color
The student knows the characteristics of the following color schemes: a) monochromatic (one hue), b) analogous (e.g., yellow-green, green, blue-green), c) complementary (e.g., green-red), d) triad (e.g., red, yellow, blue), e) split-complementary (e.g., yellow-orange, red-orange, blue).	P I U H	K2 K3	4 5		4.211 4.74 5.212 5.213 5.231 5.232	(C) Color (V1) Visual acuity
The student knows ways in which color relationships may be defined (e.g., primary families, position in the spectrum, variations in hue, cultural influences, emotional content).	P I U H	K5 K7	3 4		3.165 4.22 4.74	(C) Color
3.1641 Monochromatic						
The student knows that a monochromatic color scheme consists of gradations of one color.	P I U H	K2 K3	3 4			(C) Color
The student is able to use appropriately a monochromatic color scheme in an art process.	P I U H	P76	4 5		4.22 4.74 5.213 5.231 5.232	(C) Color
3.1642 Analogous						
The student knows that an analogous color scheme consists of three to seven continuous hues in a row on a color chart (e.g., yellow-green, green, blue-green).	P I U H	K3	4 5		4.22 4.74 5.213 5.231 5.232	(C) Color

3. Composition and Language
3.1 Elements
3.16 Color
3.164 Schemes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.1642 Analogous (Cont.)						
The student is able to create an analogous color combination.	P I U H	P76	4 5		4.22 4.74 5.213 5.231 5.232	(C) Color (C) Creativity
3.1643 Complementary						
The student knows that a complementary color scheme consists of two hues directly opposite each other on a color wheel (orange-blue).	P I U H	K2 K3	4 5			(C) Color
The student is able to use a complementary color scheme in an art experience.	P I U H	P76	4 5		4.22 4.74 5.213 5.231 5.232	(C) Color (V1)Creativity
3.1644 Triad						
The student knows that a triad color scheme consists of three colors that form an equal angle triangle on a color wheel (e.g., red-orange, yellow-green, blue-purple).	P I U H	K2 K3	4 5		4.22 4.74 5.213 5.231 5.232	(C) Color
The student is able to construct various triad color schemes.	P I U H	P76	4 5		4.22 4.74 5.231 5.232	(C) Color (V1)Creativity

3. Composition and Language
3.1 Elements
3.16 Color
3.164 Schemes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.1645 Split-Complementary						
The student knows that a split-complementary color scheme consists of a hue and the immediate hues on each side of its complement (e.g., yellow-orange, red-orange, blue).	I U H	K2 K3	4 5		4.22 4.74 5.231 5.232	(C) Color
The student is able to construct and use a split-complementary color scheme.	I U H	P76	4 5		4.22 4.74 5.231 5.232	(C) Color

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy	(C) Concept/ (V1, V2) Value Words
3.165 Conventions The student knows that color conventions are classified as: a) psychological, b) emotional, c) cultural.	I U H	G2 K5	4 5				(C) Color
3.1651 Psychological The student knows the ways in which color is defined by psychological association (e.g., warm colors - red, yellow, orange; cool colors - blue, green, purple).	U H	K2 K8	4 5				(C) Color
3.1652 Emotional The student knows emotional connotations of color (e.g., green associated with envy, red with anger).	P I U H	K3 K8	4 5	1a			(C) Color
3.1653 Cultural The student knows that colors have different symbolic meaning to different cultures (e.g., national colors, colors associated with death).	P I U H	K3 K8	3 4 5	1b			(C) Color (V1) Aesthetic sensitivity

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.166 Science						
The student knows that hue can be studied in terms of light or pigment.	I U H	G2 K7	4 5			(C) Color
The student is able to manipulate light and pigment colors in composition.	P I U H	P35 P66 P76	4 5 6 7		4.22 4.6322 4.82 5.	(C) Color
3.1661 Light						
The student knows that refraction occurs when light passes through a prism and separates into colors of the spectrum.	P I U H	G2 K2 K7 K8	4 5 6 7	4a 4d		(C) Optics
The student knows that white light is made up of the wave-lengths of every color in the spectrum.	P I U H	G2 K3	4 5 6 7		4.82	(C) Color (C) Optics
The student knows that the sensation of color is the response of the eye and nervous system to various wave-lengths of light.	I U H	K8	4 5		4.82	(C) Color (C) Optics
3.1662 Pigment						
The student knows that any coloring material is called pigment.	I U H	K2	4 5		4.211	(C) Color
The student knows that pigments may be obtained from organic (natural) or synthetic sources.	I U H	K10	4 5		4.211	(C) Color

3. Composition and Language
3.1 Elements
3.16 Color

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.1662 Pigment (Cont.)						
The student knows that the proportion of binder to pigment affects the value/intensity of the resulting color.	P I U H	K8	4 5		4.22 3.161 3.162 3.163	(C) Color
The student knows that binders can be used to extend pure pigment.	P I U H	K7 K8	4 5		4.211 4.632	(C) Color
The student knows the various binders with which pigment is mixed to make specific media (e.g., wax-crayons, linseed oil-oil paint, liquids-inks and dyes).	P I U H	K7 K8	4 5			(C) Color

3. Composition and Language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.2 Principles						
The student knows the location and use of print and non-print materials related to principles of art (e.g., card catalog: "Design," "Design, Decorative"; Reader's Guide: "Design, Decorative"; area and building audio-visual catalogs: "Art, Balance," "Art, Movement," "Art, Proportion," "Art, Harmony").	I U H	K6	4	3a 4a 4d		(C) Resources, art (V1) Inquiry
The student knows that the principles of design include: a) unity, b) emphasis, c) balance, d) movement, e) repetition, f) radiation, g) variety, h) perspective.	P I U H	G2 K3	4 5 6			(C) Compositio art (V1) Aesthetic sensitivit
The student knows that the principles of design are the guidelines for arranging space.	P I U H	K7	4 5		3.11	(C) Space (V1) Aesthetic perception

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.21 Unity						
The student knows ways in which unity can be achieved (e.g., use of color, repetition of shape, balance).	I U H	K5 K8	4 5 6 7		4.	(C) Composition art (V1) Imaginativeness
The student knows that unity in a composition relates parts to the whole and results in a total visual statement.	I U H	K2 K3	4 5 6 7		4.	(C) Composition art (V1) Aesthetic perception

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.22 Emphasis						
The student knows that emphasis in a composition indicates the artist's feelings and ideas through the relationship of parts.	I U H	K3 K5 K7	4 5 6 7		4.12 4.22 4.3 4.52 4.62 4.63 4.73 4.83 5.	(C) Compositio art (V1)Aesthetic sensitivit
The student knows that emphasis is defined in sub-dominance and dominance.	I U H	K3	4 5 6			

3. Composition and Language
3.2 Principles
3.22 Emphasis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.221 Dominance						
The student knows ways in which design dominance is achieved (e.g., size, character, color, position, texture).	I U H	K5 K8	4 5			(C) Composition, art (V1) Innovative.
The student is able to achieve dominance in art compositions.	I U H	P76	4 5 6 7	4a 4d 5a	4.12 4.22 4.3 4.52 4.62 4.73 4.83 5.	(V1) Imaginativeness

3. Composition and Language
3.2 Principles
3.22 Emphasis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.222 Sub-Dominance						
The student knows ways in which sub-dominance is achieved (e.g., small objects, lack of texture).	I U H	K5 K8	4 5			(C) Compositio art
The student is able to achieve sub-dominance in composition.	I U H	P67 P76	4 5 6 7	4a 4d 5a	4.	(C) Compositio art (V1) Imaginativ ness (V1) Innovative ness

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.23 Balance						
The student knows that balance creates a feeling of stability in a composition.	P I U H	K3	4 5 6			(C) Composition, art

3. Composition and Language
3.2 Principles
3.23 Balance

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.231 Symmetrical - perfect - formal						
The student knows that in symmetry (formal balance) there is exact correspondence of form and configuration on opposite sides of a control dividing line or axis.	P I U H	K3	4 5			(C) Compositio art
The student is able to achieve symmetrical balance in composition.	P I U H	P67 P76	4 5	4a 4d		

3. Composition and Language
3.2 Principles
3.23 Balance

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
3.232 Asymmetrical - Imperfect - Informal						
The student knows that asymmetrical (imperfect, informal) balance is achieved through the use of unequal parts (e.g., large to several small, small textured area to large non-textured area).	P I U H	K8	4 5			(C) Composition, art
The student is able to achieve asymmetrical (imperfect, informal) balance in composition.	P I U H	P67 P76	4 5	4a 4d		(C) Composition, art

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.24 Movement						
The student knows that movement consists of the following: a) rhythm, b) harmony, c) tension, d) transition.	P I U H	K3	4 5 6			(C) Movement
The student knows that movement in design is often used to impart a sense of vitality.	P I U H	K3 K7 K8	4 5			(C) Movement

3. Composition and Language
3.2 Principles
3.24 Movement

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.241 Rhythm						
The student knows that rhythm in art is the regular recurrence of similarities and differences with accented motion.	P I U H	K2 K5	4 5			(C) Rhythm
The student is able to create rhythm in a composition.	P I U H	P67 P76	4 5 6 7	4a 4d 5a	4.	(C) Rhythm

3. Composition and Language
3.2 Principles
3.24 Movement

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
3.242 Harmony						
The student knows that harmony is the agreement among the elements (parts) of a composition which create an impression of unity.	P I U H	G2 K2 K8	4 5		3.21	(C) Harmony
The student is able to create harmony in a composition.	I U H	P67 P76	4 5 6 7	4a 4d 5a	4.	(C) Harmony

3. Composition and Language
3.2 Principles
3.24 Movement

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.243 Tension						
The student knows that tension in a design is achieved by use of a real or implied interaction of opposing elements.	I U H	K3 K8	4 5			(C) Tension
The student is able to create tension in a composition.	I U H	P67 P76	4 5	4a 4d 5a	4.	(C) Composition, art (C) Tension

3. Composition and Language
3.2 Principles
3.24 Movement

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.244 Transition						
The student knows that transition in a design ties two parts of a composition together creating unity.	I U H	K7 K8	4 5		3.21	(C) Composition art
The student is able to use transition in composition.	I U H	P67 P76	4 5 6 7	4a 4d 5a	4.	(C) Composition art

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
3.25 Repetition						
The student knows that repetition in art is the recurrent use of a motif in a composition.	I U H	K2	4 5			(C) Motif
The student is able to use repetition to create a composition.	I U H	P67 P76	4 5 6 7	4a 4d 5a	4.	(C) Composition, art

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
3.26 Radiation						
The student knows that radiation in a design develops a circular visual movement which focuses the eye on a designated area.	P I U H	K2 K7 K8	4 5			(C) Radiation (C) Movement
The student is able to use radiation to create a composition.	P I U H	P67 P76	4 5 6 7	4a 4d 5a	4.	(C) Compositi art

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.27 Variety						
The student knows ways in which variety is achieved in a composition (e.g., variation of line direction, texture, color, shape).	P I U H	K7 K8	4 5			(C) Composition, art
The student is able to use variety in a composition.	P I U H	P67 P76	4 5 6 7	4a 4d 5a	4. 5.	(C) Composition, art

3. Composition and Language
3.2 Principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.28 Perspective						
The student knows that perspective is the way in which a three-dimensional subject is organized on a two-dimensional surface.	I U H	G2 K2	4 5			(C) Compositi art (C) Perspecti
The student knows the following qualities influence perspective: a) size, b) variety, c) purpose.	I U H	K3	4 5			(C) Perspecti
The student knows that perspective is considered in achieving the following: a) scale, b) proportion, c) balance, d) rhythm, e) unity.	I U H	K3	4 5			(C) Perspecti
The student knows the ways in which perspective is achieved (e.g., one point perspective, two point perspective, overlapping, position in composition, multiple point perspective, foreshortening, color, detail, diagonals).	I U H	K7 K8	4 5 6 7		4. 5.	(C) Compositi art

3. Composition and Language

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.3 Approaches						
The student knows the location and use of print and nonprint materials related to composition approaches in art (e.g., card catalog: "Art, Abstract," "Modernism (art)," "Futurism (art), "Composition (art)"; Reader's Guide: "Cubism," "Realism in Art," "Symbolism in Art"; area and building audio-visual catalogs: "Art, Landscape," "Art, Abstract," Art, Surrealism"; periodical: Art in America).	I U H	K6	4	3a 4a 4d		(C) Resources, art (V1) Inquiry
The student is able to solve a visual problem considering the treatment of subject matter and method to be used.	I U H	P45 P63	2a 4 5 6	4a 4d 5a		(C) Composition art

3. Composition and Language
3.3 Approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.31 Treatment of Subject						
The student knows that treatment of subject matter refers to the ways in which the artist translates images and ideas into visual statements (e.g., realistic, abstract, surrealistic, non-objective, composition forms).	P I U H	K2 K7	4 5 6	1b 4a 4d		(C) Compositi art (C) Communica
The student is able to distinguish between the following art forms: abstract, surrealistic, and non-objective.	U H	P31 P33 P45 P62	4 5	4a 4d		(C) Compositi art

3. Composition and Language
3.3 Approaches
3.31 Treatment of Subject

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.311 Realistic						
The student knows that the realistic treatment of subject matter is an exact, literal art treatment of the subject (e.g., exactness of color, textured detail, definite forms, precise space relationships).	I U H	K2 K3	4 5			(C) Composition art (C) Form
The student is able to produce a realistic composition.	I U H	P67 P76	2a 4 5	4a 4d 5a		(C) Composition art

3. Composition and Language
3.3 Approaches
3.31 Treatment of Subject

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.312 Abstract						
The student knows characteristics of abstract art: (a) not a life-like exactness, (b) simplification of subject matter, (c) distortion of subject, (d) exaggeration of subject, (e) repetition of subject.	I U H	K3	4 5	4a 4d		(C) Compositio art (C) Form
The student knows ways in which visual abstraction is achieved (e.g., cubism, positive-negative reversal, hightened contract, distortion, repetition).	I U H	K2 K8	4 5			(C) Compositio ar
The student knows that symbols are abstractions evolved through simplification of visual forms for the purpose of communication.	U H	K2	4 5			(C) Compositio art
The student is able to perceive abstractions in natural and man-made forms (e.g., patchwork quilt, overlapping leaves, woven textiles, light and shadow patterns, space divisions).	I U H	P11 P37 P61	4 5 6			(C) Compositio art (C) Form

3. Composition and Language
3.3 Approaches
3.31 Treatment of Subject

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.313 Surrealistic						
The student knows that surrealistic art is derived from images inspired by the artist's subconscious or fantasy.	I U H	K3 K8	4 5			(C) Composition art
The student knows the work of major surrealistic artists (e.g., Miro, Dali, Chagall).	I U H	K2 K6	4 5			(C) Composition, art

3. Composition and Language
3.3 Approaches
3.31 Treatment of Subject

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.314 Non-objective						
The student knows that non-objective art is a statement that does not refer to material objects.	I U H	K3	4 5			(C) Compositio art
The student knows the work of major non-objective artists (e.g., Pollack, Kline).	U H	K6	4 5			(C) Compositio art

3. Composition and Language
3.3 Approaches
3.31 Treatment of Subject

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
3.315 Composition Forms						
The student knows the characteristics of the following composition forms: (a) landscape, (b) interior, (c) still-life, (d) figure study.	I U H	K5	4 5	4a 4d		(C) Composition art
The student is able to produce a composition using the following forms: (a) landscape, (b) interior, (c) still-life, (d) figure study.	I U H	P67 P76	2a 4 5	4a 4d 5a		
3.3151 Landscape						
The student knows that a landscape composition is composed of exterior scenes and usually natural scenery.	I U H	K3	4 5			(C) Composition art
3.3152 Interior						
The student knows that an interior composition defines the inside of a segment of a building or structure.	I U H	K3	4 5			(C) Composition art
3.3153 Still-life						
The student knows that a still-life composition is composed of non-living objects.	I U H	K2 K3	4 5			(C) Composition, art
3.3154 Figure Study						
The student knows that a figure study composition has a predominance of animate forms.	I U H	K3	4 5			(C) Composition, art

3. Composition and Language
3.3 Approaches
3.32 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.321 Massive						
The student knows the characteristics of massive visual representation (e.g., emphasis on shape and form, de-emphasis of line).	I U H	K3	4 5			(C) Composition art (C) Form

3. Composition and Language
3.3 Approaches
3.32 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.322 Linear						
The student knows the characteristics of linear visual representation (e.g., forms and shape built-up with line, emphasis on line quality).	I U H	K3	4 5			(C) Composition art (C) Form

3. Composition and Language
3.3 Approaches
3.32 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.323 Collage-assemblage						
The student knows the ways in which the following combinations of materials are achieved: (a) montage, (b) collage, (c) assemblage.	I U H	K7	2a 4 5			(C) Compositio art

3. Composition and Language
3.3 Approaches
3.32 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
3.324 Mixed Media The student knows some of the ways that media may be mixed in art (e.g., happenings involving drama, photography, sculpture; concerts involving music, light shows, movies; art which moves, makes sounds, and changes visually.	P I U H	K3	2a 4 5	4a 4d		(C) Composition art

3. Composition and Language

3.3 Approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.33 Artist - Work of Art						
The student is able to analyze the work of an artist by the following criteria: (a) Technical considerations, (b) the attitudes revealed, (c) the artist's life and experiences.	U H	P11 P37 P43	4 5 6 7	4a 4d		(V1)Respect fo views of others

3. Composition and Language
3.3 Approaches
3.33 Artist - Work of Art

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.331 Technical Consideration						
The student knows that technical problems found by the artist include consideration of integrity of materials and integrity of the subject.	U H	K8	4 5 6 7	4a 4d		

3. Composition and Language
3.3 Approaches
3.33 Artist - Work of Art

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.332 Preparation						
The student knows the preparation necessary for an artist (e.g., technique development, visual awareness).	U H	G2 K3 K7	4 5 6 7	3a 4a 4d		(V1)Education

3. Composition and Language
3.3 Approaches
3.33 Artist - Work of Art

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
3.333 Attitude						
The student knows ways in which the artist's attitude affects the work of art (e.g., self-discipline, feeling about subject).	U H	K8	4 5 6 7	1b 3a 3c 4a 4d		

3. Composition and Language
3.3 Approaches
3.33 Artist - Work of Art

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.334 Life						
The student knows ways in which the artist's life affects his art (e.g., familiarity with subject, cultural milieu).	U H	K8	4 5 6 7	1b 4c 6c		

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.1 Drawing						
The student knows the location and use of print and non-print materials related to drawing processes and products in art (e.g., card catalog: "Drawing," "Pencil Drawing," "Figure Drawing"; Reader's Guide: "Drawing," "Charcoal Drawing," "Pastel Drawing"; area and building audio-visual catalogs: "Drawing," "Drawing, Crayon," "Drawing, Ink," "Drawing Tool").	P I U H	K6	4 5	3a 4a 4d		(C) Resources, art (V1) Inquiry
The student knows that drawing is a response to stimuli as recorded on a two-dimensional surface with a graphic medium.	P I U H	K2	4 5		3. 4.3	(C) Composition, art (V1) Aesthetic perception (V1) Aesthetic sensitivity (V1) Imaginativeness (V1) Innovativeness

4. Processes and Products
4.1 Drawing

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.11 Media Materials						
The student knows relationships between the drawing media and the drawing surface (e.g., ink bleeding on wet water color paper, texture created using charcoal on textured paper).	P I U H	K5 K8	4 5 6 7			(C) Compositio art

4. Processes and Products
4.1 Drawing
4.11 Media Materials

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.111 Tools						
The student knows the characteristics of the traditional drawing media: pencils, chalks, crayons, brushes, charcoal, ink, pens (e.g., crow quill, rapidograph, felt), sticks.	P I U H	K3	2a			

4. Processes and Products
4.1 Drawing
4.11 Media Materials

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.112 Surfaces						
The student knows surfaces used for drawing (e.g., wide variety of papers, walls, fabric).	P I U H	K7	2a			
The student is able to select drawing media and surface to achieve a desired effect.	P I U H	P62 P76	2a			(C) Compositio art

4. Processes and Products
4.1 Drawing

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.12 Techniques						
The student knows the features of the following drawing techniques: a) linear, b) massive, c) perspective.	P I U H	K3	2a			(C) Composition, art
The student knows that drawing technique depends upon the following: a) understanding of chosen media; b) control of line quality; c) use of light, shadow and texture; d) manipulation of perspective techniques.	I U H	K8	2a			(C) Composition, art
The student is able to emphasize line quality and direction in a drawing.	P I U H	P67 P76	2a 4 5		4.3	(C) Line (V1)Creativity

4. Processes and Products
4.1 Drawing
4.12 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.121 Linear						
The student knows the qualities of line (e.g., thick-thin, fine-coarse, broken-continuous, straight-curved, light-dark, static-dynamic, open-closed, decisive-indefinite, interrupted-continuous).	P I U H	K3	2a 5		3.12	(C) Line
The student knows the following techniques which generally result in linear drawings: a) continuous line, b) gesture, c) contour.	I U H	K3 K8	2a 4 5		4.3	(C) Line
4.1211 Continuous Line						
The student knows that a continuous line drawing is done by keeping the tool on the surface until the drawing is finished.	P I U H	K2 K7	2a 5			(C) Line (V1)Self-discipline
The student is able to use continuous line in drawing.	P I U H	P76	2a 4 5	3b 4a 4d 5a		(C) Line (V1)Creativit
4.1212 Gesture						
The student knows that gesture drawing describes the combination of all forces acting in and against, and utilized by the subject.	I U H	K2	2a 4 5 6		3.24	(C) Movement (C) Rhythm (C) Composit (V1)Self-discipline (V1)Self-exp sion

4. Processes and Products
4.1 Drawing
4.12 Techniques
4.121 Linear

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.1212 Gesture (Cont.)						
The student knows that gesture drawing often relates to physical movement (e.g., modern dance, falling leaves).	I U H	K7	2a 4 5 6 7		3.24	(C) Movement (V1)Aesthetic sensitivity
The student is able to show movement in gesture drawing.	I U H	P41 P76	2a 4 5 6	3b 4a 4d 5a		(C) Movement (V1)Aesthetic perception (V1)Aesthetic sensitivity
4.1213 Contour						
The student knows that contour drawing determines the interior as well as exterior outline and shape of an object.	P I U H	K7	2a 4 5		1. 3.13	(C) Form (V1)Aesthetic sensitivity
The student is able to do different kinds of contour drawing (e.g., looking at subject only, looking from subject to paper, memory only).	P I U H	P76	2a 4 5	3b 4a 4d 5a	1. 3.13	(V1)Aesthetic sensitivity

4. Processes and Products
4.1 Drawing
4.12 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.122 Massive						
The student knows the following techniques which generally result in massive drawing: a) cross-contour, b) weighted (e.g., use of light, shadow, value, and texture).	I U H	K3 K8	2a 4 5 6			
4.1221 Cross-Contour						
The student knows that a cross-contour drawing is a linear technique in which form and mass are developed by a build-up of line moving from one edge to the other over the subject's surface.	I U H	K2 K3	2a 4 5 6		3.14	(C) Line (C) Shape
The student is able to use cross-contour in drawing.	I U H	P76	2a 4 5 6	3b 4a 4d 5a		(C) Shape
4.1222 Weighted						
The student is able to create visual texture in his drawings.	P I U H	P67 P76	2a 4 5	3b 4a 4d 5a		(C) Texture
The student knows ways in which dark and light values in a composition create form and dimension.	P I U H	K3 K8	2a 4 5		3.162	(C) Perspecti
The student knows ways of developing texture in drawing (e.g., cross-hatching, stippling, rubbing).	P I U H	K7	2a 4 5 6		3.15	(C) Texture (V1) Innovativ ness

4. Processes and Products
4.1 Drawing
4.12 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.123 Perspective						
The student knows ways in which highlight and shadow techniques develop three-dimensional and textural qualities.	I U H	K3 K7 K8	2a 4 5		3. 4.126	(C) Composition art
The student knows that perspective may be developed in drawing in the following ways: one, two, and multiple point perspective; foreshortening; overlapping; position in the composition; light and shadow; degree of detail; diagonals; contour drawing.	I U H	K2 K4	4 5		3.28	(C) Composition art (V1) Aesthetic perception
The student knows ways to change a shape into a form by adding the illusion of depth or volume (e.g., shadow-highlight, texture, diagonals).	P I U H	K4 K8	4 5		1. 3.	
The student is able to use perspective in drawing.	P I U H	P45 P67 P76	4 5	3b 4a 4d	1. 3.	(C) Perspective (V1) Aesthetic sensitivity

4. Processes and Products
4.1 Drawing

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
4.13 Function and Composition						
The student knows that the composition and language of art are applied to drawing.	I U H	K2 K7	4 5 6			
The student knows the ways of treating subject matter in drawing: a) realistic, b) abstract, c) surrealistic, d) non-objective, e) landscape, interior, still-life, and figure study.	I U H	K5 K7	4 5 6		3.31	(C) Composition art
The student is able to incorporate perspective into the following kinds of drawings: realistic, landscape, interior, still-life, figure study.	I U H	P76	4 5 6		3.3	(C) Composition art (C) Problem solving
The student is able to apply anatomical principles to figure drawing (e.g., foreshortening, musculature, bone structure proportion).	I U H	P37 P44 P45 P76	4 5 6	3b 4a 4d 5a	3.28	(C) Problem solving
The student knows some of the uses of drawing (e.g., illustration, planning visual composition, drawing from memory or without looking at the paper to sharpen awareness, intensify observation, study the subject, express an understanding of the environment).	P I U H	K7	4 5 6			
The student knows that drawing is a skill which he can use to enrich his leisure.	P I U H	K7	1 2b 2c 4 5 7	3c	1. 3. 5.	

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2 Painting						
The student knows the location and use of print and non-print materials related to painting processes and products in art (e.g., card catalog: "Painting," "Glass Painting and Staining," "Finger Painting," "Textile Painting"; Reader's Guide: "Painting--Study and Teaching," "Painting--Equipment and Supplies," "Artists--Materials"; area and building audio-visual catalogs: "Painting, Water-color," "Painting Technique," "Painting, Tempera," "Painting, Oil").	P I U H	K6	4 5			(C) Resources, art (V1) Inquiry
The student knows that painting is that area of art expression associated with the application of pigment to a two-dimensional surface by means of brush, knife, hand or other tool.	P I U H	K2	4 5 7		3.13 3.1662	(V1) Self-expression
The student knows the following functions of painting: a) decoration, b) self-expression, c) color experimentation, d) communication.	P I U H	K3	4 5 7		3.33	(C) Communicatio (V1) Self-expression
The student knows that painting can have the following effects: a) sensory (tactile as well as visual), b) psychological, c) emotional.	I U H	K3	1 7			(V1) Self-understanding
The student is able to apply the principles of design in his painting compositions.	I U H	P76	5	4a 4d 5a		
The student knows that drawing techniques are necessary in painting.	I U H	K7	5 6			

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.2 Painting (Cont.)						
The student knows the following treatment of subject matter can be applied to painting composition: a) realistic, b) abstract, c) surrealistic, d) non-objective.	U H	K6	3 5		3.31	
The student knows ways in which methods of approaching the subject affect the painting composition (e.g., linear, massive).	U H	K8	5			
The student knows ways in which depth is developed in painting (e.g., perspective, overlap, color variation, texture).	I U H	K7	5			
The student knows the following schools of art, the artists, and the works associated with them: a) Cubism, b) Dadaism, c) Surrealism, d) Fauvism, e) Impressionism, f) Expressionism, g) Romanticism, h) Realism, i) Classicism.	U H	K1 K3	1 3		2.1	(V1)Education
The student knows the evolution of styles, methods, and subject matter in paintings as well as the artists who promoted them: E. G. Giotto-Humanism; Leonardo—Landscape; Monet-Impressionism; Pollack-Action Painting.	U H	K4	3			
The student knows that painting skills and media can be used to influence the consumer.	P I U H	K7 K8	1 2b 3			(V1)Discriminative judgment
The student knows that painting skills can be used to enrich his leisure.	P I U H	K7 K8	7			

4. Processes and Products
4.2 Painting

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.21 Materials						
The student is able to use various media, tools, and surfaces in a painting.	P I U H	P76	2a 6 7	3b 4a 4d 5a		

4. Processes and Products
4.2 Painting
4.21 Materials

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.211 Paint						
The student knows the characteristics and uses of the following media used in painting: oil, water-color, tempera, casein, encaustic, synthetic.	U H	K3 K7	2a 4			
The student knows ways in which media may be combined in a painting (e.g., encaustic with paint; water-color with chalk; crayons, ink, and tempera).	U H	K3 K7	2a 5			
The student is able to use color to portray moods, feelings, and ideas in painting.	P I U H	P67	2a 4 5	3b 4a 4d 5a		(V1)Self-expression (V1)Creativity
The student is able to do a painting using the following media: oil, water-color, tempera, casein, encaustic, synthetic.	U H	P76	2a 4 5	3b 4a 4d 5a		
The student knows the proper use and care of a brush.	P I U H	K7	2a			(V1)Responsibleness

4. Processes and Products
4.2 Painting
4.21 Materials

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.212 Tools						
The student knows ways in which tools are used in painting: a) brush, b) knife, c) fingers, d) sponges, e) roller, f) spatulas, g) sticks, h) found objects, i) cardboard.	P I U H	K7	2a			
The student is able to use brushes, pallet knives, and other tools in painting.	P I U H	P76	2a 7	3b 4a 4d 5a		

4. Processes and Products
4.2 Painting
4.21 Materials

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.213 Surfaces						
The student knows the ways in which the following are used as painting surfaces: a) paper, b) wood, c) masonite, d) canvas.	U H	K7	2a 4 5			
The student knows the effects of surfaces on paint (e.g., textured paper with water-color).	I U H	K8	2a			

4. Processes and Products
4.2 Painting

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.22 Techniques						
The student knows that painting is classified by techniques including: a) transparent, b) opaque, c) mixed media, d) historical (encaustic, fresco, egg tempera).	U H	K5	5			

4. Processes and Products
4.2 Painting
4.22 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.221 Transparent						
The student knows the following characteristics of the transparent techniques: a) translucent, b) no actual textural build-up of paint, c) feeling of fluidness.	I U H	K3	2a 4			
The student knows that transparent techniques consist of: a) ink-wash, b) water-color.	U H	K3	2a 4			
The student is able to select and use a transparent technique for desired effect.	U H	P35 P45 P62 P67 P76	2a	3b 4a 4d 5a		
4.2211 Ink-Wash						
The student knows the ways an ink-wash is used (e.g., to develop mass, to define outlined areas, in calligraphy).	U H	K7	2a			
4.2212 Water-Color						
The student knows the following ways to handle water-color: a) dry on dry, b) dry on wet, c) wet on dry, d) wet on wet.	U H	K7	2a 5			
The student knows the following characteristics of water-color: a) tints are developed by letting the paper show through (e.g., no white is used), b) shades and intensity are created with overlap and complements (e.g., no black is used).	U H	K3	2a 5			

4. Processes and Products
4.2 Painting
4.22 Techniques
4.221 Transparent

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2212 Water-Color (Cont.)						
The student knows that in water-colors the painting is handled in the following ways: a) work from large areas to small, b) work from light to dark, c) work from plain surfaces to texture.	U H	K7	2a 5			

4. Processes and Products
4.2 Painting
4.22 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.222 Opaque						
The student knows the following characteristics of the opaque technique: a) not transparent, b) use of white paint, c) build up of media (impasto).	U H	K3	2a 5		3.16	
The student knows that media appropriate to opaque techniques include: a) tempera, b) casein, c) oil, d) acrylic.	U H	K5	2a			
The student is able to select a medium and use an opaque technique for a desired effect.	U H	P35 P45 P62 P67 P76	2a 5	3b 4a 4d 5a		
4.2221 Tempera						
The student knows that tempera can be handled in the following ways: a) as a water-color medium, b) as an opaque medium.	I U H	K7	2a 5		4.2243	
4.2222 Casein						
The student knows that casein may be: a) used as a water-color, b) mixed with white paint.	U H	K7	2a			
4.2223 Oil						
The student knows the following characteristics of oil paint: a) is thinned with turpentine, b) can be used in wash or impasto techniques, c) uses oil as a binder, d) dries slowly.	U H	K3	2a			

4. Processes and Products
4.2 Painting
4.22 Techniques
4.222 Opaque

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2224 Acrylic						
The student knows the following characteristics of an acrylic: a) can be treated as an oil, b) uses water to thin, c) is fast drying, d) can be used with various binders, e) areas can be **reworked**, f) can be used as in water-color and impasto techniques, g) color cannot be diluted after drying.	U H	K3	2a			

4. Processes and Products
4.2 Painting
4.22 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.223 Mixed Media						
The student knows ways in which mixed media are used in painting (e.g., ink and water-color, crayon and water-color, wash and tempera).	U H	K7	2a 5			

4. Processes and Products
4.2 Painting
4.22 Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.224 Historical						
The student knows that the historical techniques are: a) encaustic, b) fresco, c) egg tempera.	U H	K3 K4	2a 3			
4.2241 Encaustic						
The student knows the characteristics of encaustic painting (e.g., hot wax, Egyptian, impasto quality).	U H	K3	2a 4			
42242 Fresco						
The student knows the characteristics of the fresco technique (e.g., surface treatment, plaster usage, layout procedure, use of chipping).	U H	K3	2a 4			
The student knows examples of fresco techniques (e.g., Michelangelo's "Sistine Chapel," da Vinci's "Last Supper").	U H	K6	3 4		2.14	
4.2243 Egg Tempera						
The student knows the characteristics of egg tempera (e.g., drys creating cracking of paint, egg used as a binder).	U H	K3	2a			

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.3 Printmaking						
The student knows the location and use of print and nonprint materials related to printmaking in art (e.g., card catalog: "Stencil Work," "Engraving," "Silk Screen Printing," "Etching"; Reader's Guide: "Art-Technique"; area and building audio-visual catalogs: "Print, Art," "Print, Woodblock," "Printing, Color Silkscreen," "Printing, Lithography").	I U H	K6	4 5			(C) Resources, Art (V1) Inquiry
The student knows that printmaking is the process of transferring an image from one surface to another.	P I U H	K2	2a 4			
The student is able to design an image for a print.	P I U H	P63 P66 P76	2a 4 5	3b 4a 4d 5a		
The student knows that most printmaking techniques make it possible for the artist to make many copies of a single image.	P I U H	K2 K7	2a 7		4.1	
The student knows the function of the following printmaking tools: (a) plate or stencil--the surface the image is put on for transfer, (b) surface--paper, fabric, or other material the print is trransferred to, (c) colorant--ink or drawing medium.	I U H	K7	2a	4d		
The student knows that when more than two colors (background surface and colorant) are used in a print it is generally necessary to make a plate for each additional color used.	I U H	K2	2a			
The student knows some of the commercial uses of printmaking techniques (e.g., color litho in books and magazines, silk screen posters, textiles).	I U H	K7	6	3b 4a 4d	5.24	(C) Careers,

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.3 Printmaking (Cont.)						
The student is able to use printmaking for personally rewarding projects (e.g., Christmas cards, tee shirts, wedding invitations, stationery).	I U H	P76	6 7	3c	4.1	(C) Leisure (V1) Self-expression

4. Processes and Products

4.3 Printmaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
4.31 Monoprint						
The student knows that a monoprint is distinguished from other printmaking methods because it results in one print of the image.	P I U H	K2 K3	2a 4			
The student is able to make a monoprint using a variety of materials (e.g., carrots, potatoes, cardboard, vaseline on glass, fingerpaint).	P I U H	P76	4 5	3b 4a 4d 5a	3.	

4. Processes and Products
4.3 Printmaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.32 Relief						
The student knows that relief printing uses a raised surface.	P I U H	K2 K7	4 5		3.	
The student knows some of the requirements of relief printing: consideration of positive and negative space, left-right reversal, linear-massive qualities.	P I U H	K8	5 6		3.11	
The student is able to do a relief print in a variety of ways: (e.g., rubbing, gadget, cardboard, innertube, linoleum block, wood block, string).	P I U H	P76	4 5	3b 4a 4d 5a		(V1) Self-expression

4. Processes and Products
4.3 Printmaking
4.32 Relief

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.321 Rubbing The student knows that an image may be taken from a raised surface (such as a gravestone) by rubbing crayon or chalk over a paper or other material placed on the image.	P I U H	K2 K7	2a 7			

4. Processes and Products
4.3 Printmaking
4.32 Relief

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.322 Subtractive						
The student knows the development of wood cut printing in the Orient (e.g., high level of competence at the time of Marco Polo; used for paper back books before Gutenberg; materials--cherry wood, rice paper).	U H	K4	2b			

4. Processes and Products
4.3 Printmaking
4.32 Relief

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.323 Additive						
The student knows that a relief print can be made from a raised surface created by adding materials to the original surface.	P I U H	K7	4 5		3.	(V1)Self-expression

4. Processes and Products

4.3 Printmaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.33 Stencil						
The student knows that in stencil printing the areas to be printed are open.	P I U H	K7	4 5		3.	
The student knows that in stencil prints areas not to be printed are masked with heavy paper, glue, film, or other materials (e.g., silk screen, hand stenciling).	P I U H	K7	4 5		3.	
The student knows that stencil prints can be made with a variety of materials (e.g., paper, silk screen, tusche, glue, film, wax).	P I U H	K7	4 5		3	
The student is able to make and use stencils to produce prints.	P I U H	P76	4 5	3b 4a 4d 5a	3	
The student knows reasons for the flexibility of the silk screen method (e.g., use of tusche and/or film to make stencils, precision of registration).	I U H	K8	4 5		2.221	

4. Processes and Products
4.3 Printmaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.34 Planographic (lithography)						
The student knows that planographic printmaking is a technique in which the image is drawn or painted on a flat surface and transferred to another surface.	U H	K3 K7	4 5			
The student knows that lithography and offset are the predominant types of planographic printing.	U H	K5	4 5			
The student knows the following steps in the lithographic process: (a) image drawn or painted on a plate (finegrained limestone or zinc) with grease crayon or tusche, (b) plate is covered with water, (c) ink used resists water and adheres to greased image.	U H	K7	4 5			
The student knows the characteristics of lithography as an art medium: (a) line quality of free-hand drawing, (b) possibilities for gradations in value and intensity.	U H	K3	4 5			
The student knows the following operations of offset lithography: (a) plate is flexible metal that can be attached to a revolving drum, (b) image transferred to permanent flat surface and from there to final print.	U H	K7	4 5			
The student knows commercial uses of offset lithography.	U H	K7	6 7	4b	5.242	(C) Careers,

4. Processes and Products
4.3 Printmaking

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.35 Intaglio						
The student is able to select and use an intaglio process.	U H	P76	2a 4 5	3b 4a 4d 5a		(V1) Self-expression
The student knows the commercial uses of intaglio printing (e.g., photogravure).	U H	K7	7	4b	5.242	(C) Careers, art
The student knows that in intaglio prints the image is taken from lines and grooves made in a plate.	U H	K7	4 5			
The student knows the characteristics of intaglio printing: (a) linear, (b) surface quality caused by deposit or ink on paper or into grooves, (c) detail, (d) forms built up with lines (e.g., cross-hatching, stippling).	U H	K7	4 5			
The student knows that engraving and etching are the predominant forms of intaglio printing.	U H	K5	4 5		5.24	

4. Processes and Products
4.3 Printmaking
4.35 Intaglio

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.351 Engraving						
The student knows the features of engraving: (a) image scratched or incised into plate (metal, celluloid, masonite); (b) burr in drypoint; (c) clarity of line achieved by removing the burr in steel engraving.	U H	K7	4 5			

4. Processes and Products
4.3 Printmaking
4.35 Intaglio

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.352 Etching						
The student knows the following steps in the process of etching: (a) design scratched in coated metal plate; (b) design etched in metal plate with acid; (c) tonal qualities developed by treatment of materials used to coat the plate (e.g., mezzotint, aquatint).	U H	K7	4 5			

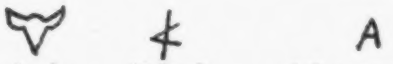
4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.4 Lettering						
The student knows the location and use of print and nonprint materials related to lettering in art (e.g., card catalog: "Lettering," "Alphabets," "Writing"; Reader's Guide: "Calligraphy," "Printing," "Type and Type Founding"; area and building audio-visual catalogs: "Lettering," "Letters, Alphabet," "Calligraphy").	I U H	K6	4 5			(C) Resources, art (V1) Inquiry
The student knows that lettering uses abstract symbols for communication.	P I U H	K2 K3	4			(C) Symbols
The student knows that all varieties of Western letters derive from the alphabet designed by the Romans.	I U H	K6	3 4		2.125	(C) Symbols
The student knows that the principles of composition and the language of art may be applied to lettering.	U H	G2 K7	4			
The student is able to use letters both for design and for literal communication.	P I U H	P76	4 5 7	3b 4a 4d 5a	3.	(C) Symbols (V1) Clarity
The student is able to produce basic letter forms.	P I U H	P76	4 5 7			(C) Symbols (V1) Clarity
The student is able to form letters according to the tradition of Roman writing.	I U H	P75 P76	4 5 7		2.125	(C) Symbols
The student is able to space letters optically.	I U H	P75	4 5 7		1. 3.	(V1) Clarity

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.4 Lettering (Cont.)						
The student knows that lettering may be used to enrich his leisure.	P I U H	G2 K7	2a 4 5 7	3c		(C) Symbols
The student knows ways in which letter forms influence the consumer (e.g., rustic, Chinese).	I U H	K8	4 5 7	2c	5.24	(C) Symbols (C) Consumption (C) Economic system

4. Processes and Products
4.4 Lettering

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.41 Calligraphic						
The student knows that "calligraphy" is a combination of Greek terms meaning beautiful (calli) writing (graphy).	I U H	K1	4 5			(C) Calligraphy
The student knows that calligraphy refers to any spontaneous graphic expression with stick, pen, or brush.	I U H	K2	4 5			(C) Calligraphy
The student knows that calligraphy is carefully formed writing done with traditional tools (e.g., brush in Eastern cultures, edged quill or reed in Western cultures).	I U H	K2 K7	3 4 5		2.125 2.221	(C) Cultures (C) Calligraphy
The student knows the historic development of the minuscule and majuscule.	U H	K3 K4	2 3		2.	(C) Symbols
The student knows the cursive qualities of letter forms (e.g., slope, ligature--joins, ellipses--ovals).	I U H	K3	7			
The student is able to make an edged writing instrument (e.g., bamboo, reed, stick, quill).	U H	P76	2a 7	5a		
The student is able to produce letters in their sequential development from pictograph to ideograph to alphabet (e.g.,  (ox) (idea) (abstraction)	U H	P75	7	5a	2.11 2.125 2.13 2.14 2.221 2.2231	
The student is able to produce the Roman alphabet in its various historical forms (e.g., Roman capitals, rustics, uncials, Carolingian, Gothic, Batarde, Italic).	H	P44 P75	3 7	3b 4a 4d 5a	2.125	

4. Processes and Products
4.4 Lettering

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.41 Calligraphic (Cont.)						
The student knows that calligraphic skills are used in commercial design (e.g., media captions, book titles, letterheads, cartograms).	U H	K7	3 7	3b 4a 4b 4d 5a	3. 5.24	(C) Careers, art

4. Processes and Products
4.4 Lettering

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.42 Typeface						
The student knows the relationship of the historic written alphabets to the development of typeface designs.	U H	K5 K8	3 7		2.14 5.24	
The student knows the major Western typefaces (e.g., serif, sans-serif, Gothic, Roman).	U H	K2 K3	3 7		2.14	
The student knows that commercial printing requires knowledge of typeface design.	H	K7 K8	7	3b 4a 4b 4d		(C) Careers, art

4. Processes and Products
4.4 Lettering

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.43 Mechanical						
The student knows the uses of lettering in architectural and mechanical drawing.	I U H	K7 K8	2a 6 7			(C) Communicatio
The student knows that mechanical lettering skills are necessary for many drafting occupations.	U H	K7 K8	7	3b 4a 4b 4d		(C) Drafting (C) Careers, art

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.5 Sculpturing						
The student knows the location and use of print and nonprint materials related to sculpturing in art (e.g., card catalog: "Sculpture," "Wood Carving," "Modeling," "Sculpture, American"; Reader's Guide: "Sculpture--Materials," "Sculpture, Ancient," "Carving").	I U H	K6	4 5			(C) Resources, Art (V1) Inquiry
The student knows the ways in which the following elements of artistic composition are treated in sculpture: (a) line, (b) related masses, (c) dark and light (e.g., surface color and the way the surfaces receive and reflect light), (d) use of materials, (e) surface treatment, (f) organization of three-dimensional space.	P I U H	K3 K8	2a 5			
The student knows that sculpture is a visual statement in three dimensional form.	P I U H	K2 K3	4			
The student knows characteristics of various types of sculpture (e.g., classical Greek sculpture, Egyptian sculpture, Assyrian bas-relief, African sculpture, totem poles, early American carving).	I U H	K3 K5 K6	3		2.	(C) Culture
The student knows examples of the work of history's best known sculptors (e.g., Rodin, Michelangelo, Henry Moore, Alexander Calder, Constantin Brancusi, Lipschitz).	I U H	K1	2b 3 7		2.	(C) Cultural patterns (V1) Creativity
The student is able to apply the principles and elements of art to plan positive and negative areas of a sculpture.	U H	P35 P45 P63 P76	2 4 5	3b 4a 4d 5a	3.13 3.14	(C) Space
The student knows ways that sculpture can be used to enrich his leisure (e.g., Christmas decorations, packaging, creative objects).	U H	K3 K7 K8	2 7	3c		(V1) Self-expre sion

4. Processes and Products
4.5 Sculpturing

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.51 Media						
The student knows ways in which the following materials are used in sculpture: paper, wood, clay, stone, metal, compounds, and synthetics (e.g., plastic, glass, concrete).	I U H	K7	2a 7			(C) Form (V1)Imagination
The student is able to create a variety of three dimensional forms using the appropriate media.	P I U H	P35 P45 P63 P76	2a 6 7	3b 4a 4d 5a		(C) Harmony (V1)Creativity

4. Processes and Products
4.5 Sculpturing
4.52 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.521 Additive						
The student knows that the additive process in sculpture refers to building up materials into a form or adding materials to an armature.	P I U H	K2 K7	2a 4 5		3.14	(C) Form
The student knows the characteristic of the most commonly used additive materials (e.g., clay and plaster).	P I U H	K3	2a			
4.5211 Modeling						
The student is able to create a sculpture using a subtractive technique (e.g., carving wood, modeling clay).	P I U H	P63	2a 4 5	4a 4d 5a	3.14 3.2	(C) Form (V1) Self-expression
The student knows that modeling is done by manipulating plastic materials with the hands and tools in order to build up the form.	P I U H	K7	2a 4 5			(C) Compositio (V1) Innovativeness
4.5212 Construction						
The student knows that construction in sculpture refers to assemblages of materials (e.g., welded metal sculpture, "pink" sculpture).	U H	K2	2a			(V1) Creativity
The student knows features and examples of the most common assemblage techniques (e.g., welding--Giacommetti; junk--Watts Towers).	U H	K3	2a			
The student is able to assemble materials in various ways to create a sculptural statement.	U H	P76	2a 4 5	4a 4d 5a	3.14 3.2	(C) Form (V1) Creativity

4. Processes and Products
4.5 Sculpturing
4.52 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.522 Subtractive						
The student knows that the subtractive method of sculpture takes away from the original form by carving or modeling.	P I U H	K2 K7	2a 4 5			
The student knows that subtractive sculpture requires care in the removal of materials and continual evaluation of the form from every angle.	P I U H	K7	2a 5			(V1)Self-discipline
The student knows the features of materials most commonly used in subtractive sculpture (e.g., marble--cold, smooth, translucent surface; plaster--retains tool marks, chalky surface; wood--grain can be developed and used, soft, warm).	P I U H	K3	2a			

4. Processes and Products
4.5 Sculpturing
4.52 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.523 Casting						
The student knows that casting is the pouring of a hardening liquid into a mold to produce a sculpture.	P I U H	K2 K7	2a 4 5			
The student knows the features of the commonly used mold techniques (e.g., metal casting--retains surface qualities of original).	P I U H	K3	2a 4			
The student knows that sculpture originals are used as molds for mass produced objects (e.g., ceramics, plaster casts).	U H	K3 K7 K8	7			
4.5231 Mold Construction						
The student knows that the making of a mold is a beginning stage in the process for casting a sculpture.	I U H	K4	2a 4 5			(C) Form (V1)Creativity
4.5232 Impressions						
The student knows that impressions are commonly cast from the following materials: clay, sand, plaster.	P I U H	G2 K3 K7	2a 4 5			(C) Form (V1)Creativity
4.5233 Lost Wax						
The student knows the distinction between the lost wax method and the other mold methods of casting.	H	K5 K7	2a 4 5			(C) Form (V1)Creativity

4. Processes and Products
4.5 Sculpturing
4.52 Methods

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.524 Kinetic						
The student is able to make various kinds of kinetic sculpture.	P I U H	P76	2a 4 5	3b 4a 4d 5a		(C) Balance (V1)Creativity
4.5241 Mobiles						
The student knows that a mobile is a balanced, suspended form in motion.	P I U H	K2 K3	2a 4 5			(C) Movement (C) Balance (V1)Creativity
4.5242 Stabiles						
The student knows that stabiles are standing constructions which have both rigid and movable parts.	I U H	K2 K3	2a 4 5			(C) Harmony (C) Space (C) Balance (V1)Creativity
4.5243 Mechanical						
The student knows ways in which kinetic sculpture may be powered by human and mechanical means.	P I U H	K7	2a 4 5			(C) Movement (C) Rhythm

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.6 Ceramics and Pottery						
The student knows the location and use of print and nonprint materials related to ceramics and pottery in art (e.g., card catalog: "Pottery," "Pottery, Chinese," "Glazes," "Clay Industries"; Reader's Guide: "Pottery," "Ceramic--Exhibitions," "Ceramics--History"; periodicals: Ceramics Monthly, Craft Horizon; area and building audio-visual catalogs: "Ceramic Art," "Ceramic Glazing," "Ceramics, Pottery," "Ceramics").	I U H	K6	4 5			(C) Resources, art (V1) Inquiry

4. Processes and Products
4.6 Ceramics and Pottery

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.61 Clay						
The student knows the characteristics of clay which make it suitable for ceramics.	P I U H	K3	2a 4		4.51	

4. Processes and Products
4.6 Ceramics and Pottery
4.61 Clay

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.611 Bodies and Elements						
The student knows that mineral content may affect the color, texture, resilience, and firing temperatures of clay.	I U H	K8	2a 4		4.51	
The student knows that clay body refers to the composition of clay (e.g., porcelain, kaolin, stoneware).	I U H	K2 K3	2a 4			
The student knows the distinguishing characteristics of the following clay bodies: (a) pure clay, (b) ball clay, (c) stoneware, (d) fireclay.	I U H	K3 K5	2a 4		4.51	
The student knows the function of grog in a clay body.	I U H	K7	2a 4		4.51	
The student is able to use clay bodies appropriately in ceramics.	I U H	P67 P76	2a	3b 4a 4d 5a	4.51	
The student is able to make various clay bodies.	U H	P76	2a 4 5	3b 4a 4d 5a	4.51	

4. Processes and Products
4.6 Ceramics and Pottery
4.61 Clay

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.612 Preparation and Phases of Maturation						
The student knows the characteristics of the following phases of clay: raw materials, dry powder, slip, pug (moist), resilient clay, leather hard, greenware, bisque (mature), grog.	I U H	K3 K5	2a		4.51	
The student knows that changes occur in clay as a result of moistrue loss (e.g, shrinking, cracking, flaking).	P I U H	K8	2a			
The student knows the necessary steps in the care and preparation of clay (e.g., wedging, reconstituting, drying).	U H	K7	2a			

4. Processes and Products
4.6 Ceramics and Pottery

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.62 Construction Techniques						
The student knows the following ways to construct clay forms: (a) hand built, (b) molded, (c) thrown.	P I U H	K7	2a			
The student knows ways in which the following ceramic tools are used in clay form construction: (a) rib, (b) trimmer, (c) wire, (d) chuck (support), (e) sponge.	I U H	K7	2a		4.51	
The student knows the uses of slip in making clay forms (e.g., cementing coils and slabs, handles, smoothing textures).	P I U H	K7	2a 4		4.51	
The student is able to pull handles on clay forms.	P I U H	P67 P76	2a 4	5a	4.5	(V1)Creativity

4. Processes and Products
4.6 Ceramics and Pottery
4.62 Construction Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.621 Handbuilt						
The student knows that handbuilt construction techniques consist of the following: (a) pinch, (b) coil, (c) slab, (d) piece, (e) combinations.	P I U H	K3 K7	2a 4			
The student knows the following characteristics of handbuilt constructions: (a) impressions left by hands or tools, (b) obvious welding of pieces, (c) asymmetry.	P I U H	K3	2a 4			
The student is able to build clay forms using handbuilding techniques (e.g., containers, tiles, sculptures).	P I U H	P67 P76	2a 5	3b 4a 4d 5a	4.5	

4. Processes and Products
4.6 Ceramics and Pottery
4.62 Construction Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.622 Molded						
The student knows that clay forms can be made by pouring slip or pressing clay into molds.	P I U H	K7	2a 4		4.5	
The student knows that clay forms may be reproduced in molds made from the original form (e.g., slip casting in plaster molds, metal casting in molds made from clay forms).	I U H	K7	2a		4.5211 4.5212	

4. Processes and Products
4.6 Ceramics and Pottery
4.62 Construction Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.623 Thrown						
The student knows that wheel thrown clay is manipulated by the hands using centrifugal force provided by the potter's wheel.	P I U H	K2 K7	2a 4			
The student knows the techniques of throwing the following forms: cylinder, bowl, plate, bottle, lid.	U H	K7	2a 4		4.5212	
The student knows techniques of trimming thrown clay forms.	U H	K7	2a			
The student is able to make desired clay forms using wheel throwing techniques.	U H	P35 P67 P76	2a	4a 4d 5a		

4. Processes and Products
4.6 Ceramics and Pottery

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.63 Surface Treatments						
The student knows the ways clay surfaces can be treated (e.g., texture, color, contour).	P I U H	K7	2a		4.51	

4. Processes and Products
4.6 Ceramics and Pottery
4.63 Surface Treatments

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/(V1, V2) Value Words
4.631 Texture						
The student is able to develop surface textures on moist, leatherhard, or dry clay using the following methods: (a) pressing, (b) adding, (c) slip trailing, (d) cutting.	P I U H	P67 P76	2a	5a	4.51	

4. Processes and Products
4.6 Ceramics and Pottery
4.63 Surface Treatments

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.632 Glazes						
The student knows that glaze is a thin glass-like coating that is fused to the surface of the clay form by high heat.	P I U H	K2 K8	2a 4		4.51	
The student knows the ways the following affect glaze: preparation of material, moisture, porosity (clay body), application, firing, composition.	I U H	K8	2a		4.51	
4.6321 Composition						
The student knows that chemical additives affect the flux, color, and texture of glaze.	I U H	K8	2a 4		4.51	
The student knows that frit is used in glazes to: (a) affect the firing temperature, (b) lower toxic level, (c) increase adherence to clay body.	I U H	K7 K8	2a 4		4.51	
The student is able to combine raw materials in appropriate proportions for glazes.	U H	P67 P76	2a	5a	4.51	
The student knows the characteristics of various kinds of glazes (e.g., high fire, low fire, crackle, matte, reduction, crystaline, Bristol, lustre, raku, salt slip).	I U H	K3	2a 4		4.51	
4.6322 Application						
The student knows the ways in which the following are used in adding surface decoration: (a) engobe, (b) underglaze, (c) wax resist, (d) oxides.	I U H	K7	2a		4.51	

4. Processes and Products
4.6 Ceramics and Pottery
4.63 Surface Treatments
4.632 Glazes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.6322 Application (Cont.)						
The student is able to use the following for desired surface effects: engobe, underglaze, wax resist, oxides.	I U H	P67 P76	2a 4	5a	4.51	(C) Careers, art (V1) Creativity
The student knows the following techniques of glaze application: (a) brush, (b) dip, (c) pour, (d) spray, (e) drip.	I U H	K7	2a		4.51	(V1) Creativity
The student is able to develop surface decoration on bisque (e.g., scraping, planing, glazing).	P I U H	P67 P76	2a	5a	4.51	(C) Careers, art (V1) Creativity

4. Processes and Products

4.6 Ceramics and Pottery

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.64 Kilns						
The student knows the functions of the basic parts of the kiln (e.g., insulated chamber, heat source).	P I U H	K7	2a 4		4.51	
The student knows that heat distribution in the kiln affects the outcome of the product.	P I U H	K8	2a		4.51	
The student is able to build a kiln.	U H	P67 P76	6 7	3b 4a 4d 5a		

4. Processes and Products
4.6 Ceramics and Pottery
4.64 Kilns

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.641 Materials						
The student knows the use of the following kiln materials: (a) stilts, (b) shelves, (c) wash, (d) wire, (e) brick.	P I U H	K7	2a 4			

4. Processes and Products
4.6 Ceramics and Pottery
4.64 Kilns

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.642 Loading						
The student is able to load a kiln for the following firings: (a) bisque, (b) glaze.	I U H	P76	2a 7	5a		

4. Processes and Products

4.6 Ceramics and Pottery

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.65 Firing						
The student knows that firing temperatures are measured by pyrometric cones.	I U H	K7	2a 4			
The student knows the characteristics of firing in the following types of kilns: (a) electric, (b) fuel fed, (c) raku, (d) salt kiln.	I U H	K3	2a 4			
The student knows the effects of firing clay forms one or more times at various temperatures (e.g., bisque, glaze).	I U H	K8	2a			

4. Processes and Products
4.6 Ceramics and Pottery

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.66 Ceramics in Life						
The student knows that skills in ceramics can be used to enrich his leisure.	P I U H	G2 K7	2c 5 7			
The student knows career opportunities in ceramics (e.g., designing mass-produced articles, hand made items for boutiques).	P I U H	K3 K6	4 6 7	3b 4a 4d		(C) Careers, (V1)Education

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7 Textiles and Cloth						
The student knows the location and use of print and non-print materials related to textiles and cloth in art (e.g., card catalog: "Textile Design," "Arts and Crafts," "Weaving," "Dyes and dyeing," "Tapestry," "Needlework"; *Reader's Guide*: "Textile Fabrics," "Textile Design," "Macramé," "Leatherwork," "Weaving"; area and building audio-visual catalogs: "Textile Design," "Textile Printing," "Rug Hooking," "Stitchery, Applique"; Periodicals: *Design*, *McCall's*, *Good Housekeeping*, *Craft Horizon*).	P I U H	K6	4 5			(C) Resources, art (V1) Inquiry
The student knows that textiles and cloth are composed of woven and non-woven fibers.	P I U H	K3	2a			
The student knows that textiles and cloth can be used to make sculpture (e.g., stuffed and upholstered objects, tubular macramé, leather containers).	P I U H	G2 K7	2a 7		4.5	
The student is able to use his knowledge of textiles and cloth in consumer purchasing.	P I U H	P43 P45 P47 P62	1 2a 4 7	5a		(C) Consumption (V1) Adaptation
The student knows some of the career opportunities in textiles (e.g., textile design--weaves patterns, fashion design, interior design).	P I U H	K3	6 7			(C) Careers, art

4. Processes and Products
4.7 Textiles and Cloth
4.71 Fibers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.711 Synthetic - Natural						
The student knows that fibers are synthetic or natural.	P I U H	K5	2a			
The student knows synthetic fibers are made from metals and plastics (e.g., wire, acrylic, vinyls).	I U H	K3	2a			
The student is able to identify a natural or synthetic fiber using the following tests: a) burning, b) chemicals, c) tactile, d) smell.	P I U H	P31 P33	2a 7			(C) Consumeris
The student knows the ways in which fibers affect the texture of the yarn or thread.	P I U H	K8	2a 7		3.15	

4. Processes and Products
4.7 Textiles and Cloth
4.71 Fibers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.712 Making Cords and Threads						
The student knows ways in which fibers are combined to make thread or yarn (e.g., spun, twisted, braided).	P I U H	K2 K7	2a 4 7		3.15	(C) Production

4. Processes and Products
4.7 Textiles and Cloth
4.71 Fibers

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.713 Dyeing						
The student knows ways in which natural or artificial colorants are used for dyeing fibers.	P I U H	K7 K8	2a 4 7.		4.741	
The student knows that mordants (e.g., vinegar, salt) bind color to a fiber in the dyeing process.	P I U H	K2 K8	2a 4 6 7		4.741	
The student knows natural sources of dyes (e.g., grapes, berries, onion skins).	P I U H	K6	1 2a 4 7			
The student knows that in the tie-dye method areas of cloth are knotted or bound to resist the dye.	P I U H	K2 K7 K8	2a 7		4.7411	
The student is able to control the placement and amount of color by the dyeing process of binding or knotting threads.	P I U H	P76	2a 7		4.7411	
The student knows that bleaching is the removal of color.	P I U H	K2	2a 7		4.741	

4. Processes and Products
4.7 Textiles and Cloth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.72 Non-Woven Cloth						
The student knows that leather, bark, tapa cloth, and felt are non-woven fabrics.	P I U H	K5	1 2a		2.11 2.23	
The student knows the ways in which leather is decorated (e.g., tooling, staining, punching).	I U H	K7	2a 7			
The student is able to add pattern and color to leather.	I U H	P76	2a 7	3a		

4. Processes and Products
4.7 Textiles and Cloth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.73 Combining Techniques						
The student knows that fibers are combined to form a fabric or work of art by the following techniques: a) tying-binding, b) interweaving, c) needlecraft, d) rug making.	P I U H	K7	2a			
The student is able to apply the artistic principles to the design of cord and thread combinations.	P I U H	P76	2a 7	3b 4a 4d 5a	3.	
The student is able to use various natural and man-made materials to make a fabric or work of art using some of the following techniques: a) tying-binding, b) interweaving, c) needlecraft, d) rug making.	P I U H	P67 P76	2a 7	3b 4a 4d 5a		(V1)Creativity
The student knows that texture is a dominant element in weaving, braiding, macramé, knitting, and crocheting.	P I U H	K3	1 4		3.15	
The student is able to use a textile combining technique to: a) make a fabric, b) make a work of art, c) make a garment, d) trim another work.	I U H	P76	2a 7	3b 4a 4d 5a		

4. Processess and Procedures
4.7 Textiles and Cloth
4.73 Combining Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.731 Tying-Binding						
The student knows the following techniques of tying-binding: a) twisting-wrapping, b) macramé.	P I U H	K7	2a 4			
4.7311 Twisting-wrapping						
The student knows ways in which objects may be made by twisting and binding cords and threads.	P I U H	K2 K7	2a 7			
4.7312 Macraméing						
The student knows the ways in which the following basic knots are varied and combined in macramé: square knot, half-hitch.	P I U H	K7	2a 4			
The student is able to combine the basic knots in macramé (square knots, half hitches) in various ways.	P I U H	P76	2a 7	5a		(V1)Creativity

4. Processes and Products
4.7 Textiles and Cloth
4.73 Combining Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
4.732 Interweaving						
The student knows that interweaving consists of the following: a) weaving and looms, b) braiding.	P I U H	K3	2a 4			
4.7321 Weaving and Looms						
The student knows the function of the following parts of a weaving: 1) warp, 2) weft.	P I U H	K3 K7	2a 7			
The student knows ways in which warp and weft can be arranged to create a variety of patterns and textures (e.g., tweed, twill, lace, nap).	P I U H	K7 K8	1 2a 4 5 7		3.15	
The student knows the function of the basic parts of a loom (e.g., heddle, shuttle).	P I U H	K3 K7	2a 7		2.	
The student knows the uses of various looms for weaving (e.g., cardboard, floor loom).	P I U H	K7	2a 3 7			
The student is able to make a simple loom (e.g., cardboard, box, inkle, back-strap).	P I U H	P35 P76	2a 7	3b 4a 4d 5a		
The student knows baskets can be woven in the following ways: a) weaving fiber over a spoked framework, b) connecting a continuous cord with an overhand stitch.	P I U H	K7	1 2a 3 7		2.23	

4. Processes and Products
4.7 Textiles and Cloth
4.73 Combining Techniques
4.732 Interweaving

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7322 Braiding						
The student knows the ways in which cords and threads are combined by braiding (e.g., Egyptian cord loom, French braiding).	P I U H	K7	2a 5 7			

4. Processes and Products
4.7 Textiles and Cloth
4.73 Combining Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.733 Needlecraft						
The student knows that needlecraft may be used to make a work of art on a fabric (e.g., knitting, crocheting).	P I U H	K7	2a		3.15	
4.7331 Knitting						
The student knows that knitting is the interlacing of yarn in a series of connected loops with needles.	P I U H	K2 K3	2a 4			
The student knows the basic techniques in knitting.	P I U H	K7 K8	2a 7			
4.7332 Crocheting						
The student knows that crocheting is the interlocking of loops of yarn with a hooked instrument.	P I U H	K2 K3	2a 4			
The student knows the crocheting techniques used to produce a fabric or work of art.	P I U H	K7 K8	2a 4			

4. Processes and Products
4.7 Textiles and Cloth
4.73 Combining Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.734 Rug Making						
The student knows rug making techniques: a) braided, b) hooked, c) rya, d) tapestry.	P I U H	K7	2a 5 7			
The student is able to make rugs using various techniques (braiding, hooking, rya, tapestry).	P I U H	P35 P76	2a 5 7	5a		(V1)Creativity (V1)Self-expression

4. Processes and Products
4.7 Textiles and Cloth

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.74 Decorative Techniques						
The student knows that decorative techniques in textiles consist of the following: a) dyeing, b) painting-printing, c) needlework.	P I U H	K3	2a			
The student is able to incorporate non-fabric materials into fabric designs and decoration.	P I U H	P35 P76	2a 5 7	4a 4d 5a		(V1)Creativity (V1)Self-expresion

4. Processes and Products
4.7 Textiles and Cloth
4.74 Decorative Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.741 Dyeing						
The student knows that decorative dyeing techniques consist of tie-dye and batik.	P I U H	K5	2a			
The student knows ways in which to control tie-dye of fabrics.		K7 K8	2a 7			
4.7411 Tie-Dye						
The student knows historical contributions to tie-dyeing (e.g., Japanese "Shibori").	U H	K4	3		2.2211	
4.7412 Batik						
The student knows that batik is the dye technique in which wax is applied to areas not to be dyed.	P I U H	K2 K7	2a			
The student knows ways in which batik is used to color and pattern fabric.	P I U H	K8	2a 7		3.15 3.16	
The student knows the ways a batik design is affected by the following: a) colored wax, b) crayon, c) paraffin, d) beeswax.	P I U H	K8	2a 7			
The student is able to decorate a fabric using a batik technique (e.g., colored wax, crayons, paraffin, beeswax).	P I U H	P35 P76	2a 7	4a 4d 5a		
The student knows historical contributions to batik (e.g., Java, Malaysia).	U H	K6	3		2.222 2.234	

4. Processes and Products
4.7 Textiles and Cloth
4.74 Decorative Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.742 Painting						
The student knows ways in which the printmaking process may be used to color and pattern textiles and cloth (e.g., stencil, silk screen, relief print, potato print).	P I U H	K7 K8	2a 5 7		4.32 4.33	
The student knows ways in which painting processes may be used to color and pattern textiles and cloth (e.g., textile paints, marking pens).	I U H	K7 K8	2a		4.222	

4. Processes and Products
4.7 Textiles and Cloth
4.74 Decorative Techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.743 Needlework						
The student knows the characteristics of stitching and applique.	I U H	K7	2a			
4.7431 Stitching						
The student knows that stitching includes: a) stitchery, b) needlepoint.	P I U H	K3	2a			
The student knows various stitchery techniques in decorating fabrics, garments, and works of art (e.g., creative stitchery, embroidery, samplers).	P I U H	K2 K7	2a 5 7			
The student is able to do various stitches (e.g., running, cross-stitch, herringbone, satin).	P I U H	P76	2a 7	5a		
The student knows that needlepoint is the art of filling in an open mesh background using yarn.	I U H	K2	6			
The student knows the ways in which needlepoint is used to make a decorative textile design (e.g., bargello).	I U H	K7 K8	2a			
4.7432 Applique						
The student knows applique techniques used in decorating fabric, garments, and works of art (e.g., inlay, onlay, in combination with stitchery, glueing).	P I U H	K2 K7	2a 5 7			

4. Processes and Products

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8 Photo - film						
The student knows the location and use of print and nonprint materials related to photo and film in art (e.g., card catalog "Photography," "Photography, Artistic," "Moving Pictures," "Television"; Reader's Guide: "Moving Picture Plays," "Cameras," "Photography--Printing Processes"; periodicals: Modern Photography, American Cinematographer, Media and Methods; area and building audio-visual catalogs: "Camera, 35 mm.," "Television Producing").	I U H	K6	4 5			(C) Resources art (V1) Inquiry
The student knows that various visual experiences can result from the manipulation of light (e.g., light sources, chemical changes, electronic, and physical manipulation).	P I U H	K7 K8	1 2			
The student knows the history of the following photo-film related developments: (a) the science of optics and light, (b) the development of photography, (c) the development of projection, (d) the development of motion pictures, (e) the development of television and video tape.	I U H	K4	1 2 3		2.161	

4. Processes and Products
4.8 Photo - Film

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.81 History and Relationships						
The student knows ways that the science of vision (optics) and light is applicable to the manipulation of light (e.g., perspective, color theory, lines, light, chemistry).	I U H	K5	2 6		3.11 3.166	
The student knows contributions of early photographers (e.g., Mathew Brady, Tom Sullivan).	I U H	K1 K6	3		2.161	(C) Technology
The student knows contributions of early film makers (e.g., D. A. Griffeth, Eisenstein, Pudovkin).	I U H	K1 K6	3		2.161	
The student knows early projection and motion picture devices (e.g., kaleidoscope, magic lantern, stereoscope, flip card).	I U H	K1 K6	2 3		2.161	(C) Continuity (V1) Innovativeness
The student knows the effect of the following developments upon communication and man's view of himself: photography, film making, television and video taping.	U H	K8	1 2b 3 7		2.161	(C) Social chang (V1) Aesthetic sensitivity (V1) Self-understandin

4. Processes and Products
4.8 Photo - Film

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.82 Light						
The student knows that light is either natural (sun) or artificial (candle; electric-neon, incadescent).	P I U H	K2	6		3.1661	
The student is able to distinguish between light produced in various ways: natural, artificial, projected, reflected.	P I U H	P45 P61	1 6		3.1661	
The student knows that the manipulation of light may be an art form.	P I U H	K8	2 6		3.1661	
The student knows that manipulation of light affects visual perception (e.g., theatre gels, strobe, silhouette, illumination).	I U H	K8	7		3.1661	(C) Hue - val
The student knows ways in which diffused light can be projected (e.g.,spotlight projector).	P I U H	K7	2a 6			
The student is able to manipulate light for a desired effect.	I U H	P35	2a 6	3b 4a 4d 5a	5.2	
The student knows that the ordinary functional use of light is the illumination of areas to facilitate vision.	I U H	K7 K8	2a		5.2	

4. Processes and Products
4.8 Photo - Film

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.82 Light (Cont.)						
The student knows that light can chemically change the color of some surfaces (e.g., fading, yellowing, burning).	P I U H	K8	1 6 7			(C) Hue - value
The student knows that surfaces may be treated to control the chemical change caused by light (e.g., blueprints, photograms).	P I U H	K8	2a 7			(C) Hue - value
The student is able to create images by controlling chemical changes on surfaces (e.g., fading, photograms, blueprints).	P I U H	P35 P67	2a 6 7			(V1)Creativity
The student knows the ways in which photograms and blueprints are used in various occupations (e.g., architecture, X-Ray).	I U H	K6 K7	7	3a 4a 4d	5.	

4. Processes and Products
4.8 Photo - Film

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.83 Visual Media						
The student knows that visual phenomena based on photography, projection, and motion pictures are referred to as visual media.	I U H	K2	6			
The student knows that the uses of visual media include documentation, illustration, information, and propaganda.	I U H	K7	6			(C) Culture (C) Communicati
The student knows occupational opportunities associated with the visual media (e.g., teacher, advertising agent, cameraman, photographer).	I U H	K7 K8	7	3a 4a 4d		(V1)Education
The student is able to use visual media to: (a) illustrate a verbal statement, (b) demonstrate a process, (c) record an event, (d) sell an idea or product, (e) disseminate factual information.	I U H	P63 P67	7	5a 5b		
The student knows the ways in which a background in visual media can contribute to the constructive use of leisure time (e.g., home movies, snapshots, creative photos).	I U H	K7 K8	2a 7	3c	5.	(C) Leisure (V1)Creativity

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.831 Still Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8311 Process						
The student knows that still photography is a means of precisely recording an image on a two-dimensional surface using the light reflected by the image.	P I U H	K2 K7	2a 5			
4.8312 Film						
The student knows that film is a chemically treated surface designed to reproduce an image using reflected light.	I U H	K2 K7	2a			
The student knows the function of the following components of film: flexible base, emulsion, frame, width, sprocket holes.	P I U H	K7	2a	4d		
4.8313 Camera						
The student knows the ways in which a camera performs the following functions: (a) frame the image to be photographed, (b) contain and advance the film, (c) control and direct the light reflected by the object.	P I U H	K7	2a	4d		
The student is able to construct a simple camera.	I U H	P76	2a 4 6			
The student is able to load, focus, and take a picture with a camera.	P I U H	P35 P76	2a 2b 7	5a		

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.831 Still Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8314 Composition - Control						
The student knows ways in which the camera, as an extension of the eye, can control what the viewer sees: (a) limits, (b) expands, (c) selects.	P I U H	K5 K8	4 7			
The student knows ways in which elements and principles of design are applied to the composition of a photograph.	I U H	K6	5 6		3.1 3.2	(C) Design (C) Compositio
The student knows the meaning of the following terms used in photography compositions: (a) close-up, (b) wide angle, (c) horizontal angle, (d) portrait, (e) landscape.	I U H	K3	2a 5		3.3	(C) Compositio
The student is able to apply the elements and principles of design to the selection of a photographic composition (e.g., framing).	I U H	P33 P67	5 6	3b 4a 4d 5a	3.1 3.2 3.3	(C) Compositio
The student is able to manipulate a camera appropriately.	I U H	P35 P67	2a 5 7	3b 4a 4d 5a		(C) Balance (C) Compositio (V1) Creativity
The student knows the effects of the following camera manipulations on the composition of a photograph: focus, settings, filters.	I U H	K3 K8	2a 5 7			
The student knows the effect of light on the composition of a photograph (relationship of subject to light source).	I U H	K2 K8	2a 5			
The student is able to manipulate artificial light on a subject for a desired effect in a photographic composition.	I U H	P35 P67	2a 5	5a		(C) Hue - valu (C) Harmony (V1) Creativity (V1) Self-expression

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.831 Still Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8315 Developing						
The student knows the chemical processes used to develop a positive print from negative film.	U H	K7	2a	4d		
The student knows ways in which a photograph may be changed in the developing process by varying the following: (a) papers, (b) chemicals, (c) cropping, (d) masking, (e) enlarging.	U H	K8	2a 2c 7	4d		
The student is able to develop black and white or color film.	U H	P35	2a 7	3c 4d 5a	3.162 3.163 3.166	(C) Leisure
The student is able to alter a photograph in the developing process for a desired effect.	H	P35 P67	2a 2c	4d 5a		(V1) Innovativeness
4.8316 Abstracting						
The student knows the ways in which abstract images can be made by manipulating the camera, light, film, and the developing process.	I U H	K8	2a 7			(V1) Innovativeness
The student is able to make abstract images using still photographic processes	U H	P35 P67	2a 7	3b 4a 4d 5a		(V1) Innovativeness
4.8317 Display						
The student knows the ways in which photographs can be mass produced (e.g., color litho).	I U H	K7	2a			

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.831 Still Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8317 Display (Cont.)						
The student knows ways in which photography is used in printed media (e.g., magazines, books, advertising illustrations, billboards, posters).	P I U H	K6 K7	2a 4 5	3b 4a 4d		
The student knows the ways in which photographs can be displayed for viewing (e.g., album, montage, mounted, matted, framed).	P I U H	K8	6	3c 4d	3.323	
The student is able to prepare photographs for display in the following ways: montage, mounted, matted, framed.	I U H	P35 P45 P67	4 5	3c 4d 5a	3.323	
The student is able to apply the principles and elements of design in displaying photographs.	I U H	P67	5	3c 4d 5a	3.32	

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.832 Projection						
The student knows that projection is the directing of a light beam through a transparent or translucent material onto a surface which stops and holds the light.	U H	K2 K7	2a			
The student knows that the projection of light can be used to accomplish various effects (e.g., image projection--communicate ideas, colored light--impart emotions).	P I U H	K8	2a		3.1661	
The student knows that an image on a transparent material can be projected onto another surface.	U H	K8	2a			
The student knows that photographic slides are positive prints made on film.	U H	K2 K3	2a			
The student knows that the color of light can be changed by projecting it through color gels (e.g., theatre gels).	I U H	K7 K8	2a		3.1661	
The student is able to make projected images in various ways: (a) slides--photograph, collage, colored cellophane; (b) transparencies--drawn, lifted from magazine, oil and water, colored cellophane.	I U H	P67 P76	2a	3b 4a 4d 5a		(V1) Creativity
The student knows the ways a projected image is enlarged and focused (e.g., changing the distance between the light source and the surface on which it is projected, using lenses to direct, focus, and enlarge the image).	U H	K7	2a			

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.833 Motion Picture Photography						
The student knows that motion picture projection creates an art form in which: a) the illusion of motion becomes an element of design, b) the visual experience occurs in time as well as space.	U H	K3	1 4 7		3.1	(C) Movement (C) Space
The student knows differences in visual perception between still and moving photography.	U H	K8	1 2a 6			(C) Movement
4.8331 Persistance and Vision						
The student knows the optical theory of the persistence of vision.	I U H	G1 K2	1 2a			(C) Movement
4.8332 Film						
The student knows the function of the parts of the motion picture film including: frame, sprocket holes, sound track, flexible-base, emulsion.	P I U H	K7	2a	4a 4d		
The student knows the standard motion picture film widths (e.g., 35 mm, 16 mm, dual 8 mm, super 8 mm).	P I U H	K2	2a			
The student knows the basic motion picture film speeds measured in frames/second (e.g., filming speeds 24; projection speeds with sound 24; projection speeds--silent 16).	I U H	K2 K3	2a			

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.833 Motion Picture Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8332 Film (Cont.)						
The student knows how changes in the filming speed of a motion picture affect the pace of action (e.g., slow motion-time lapse).	I U H	K8	2a			
The student knows how changes in a motion picture projection speed affect the pace of the action.	U H	K8	2a			
4.8333 Camera						
The student knows the function of the following parts of a motion picture camera: lens settings, film magazine, trigger, film speed setting, footage, counter.	I U H	K7	2a	4d		
The student is able to effectively use a motion picture camera: load, focus, set, shoot.	I U H	P35 P67	2a	3b 4a 4d 5a		
4.8334 Filming						
The student knows that the elements and principles of design may be applied to the composition of a motion picture.	I U H	K6	2a		3. 3.1 3.2	(C) Motion
The student knows that motion is an element of composition design in motion pictures (e.g., motion direction within a shot; relationship of motion between shots, patterns and rhythms created; mobility of camera).	U H	K3	2a		3.1 3.2	(C) Motion

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.833 Motion Picture Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.8334 Filming (Cont.)						
The student knows the following terms for manipulating the motion picture camera in relation to the subject: wide angle, telephoto, zoom, long shot, medium shot, close-up, horizontal angle, pan, dolly.	I U H	K1	2a		3.3	
The student is able to manipulate a motion picture camera for desired effects.	I U H	P35 P67 P76	6	3b 4a 4d 5a		
The student knows the difference between segments of a motion picture: shot, scene, sequence.	I U H	K5	4			
The student knows the effect of the following ways of changing from one motion picture shot to another (e.g., cut, fade in - fade out, dissolve or mix, wipe).	I U H	K8	2a	5a		
The student is able to change from one shot to another using the technique appropriate for desired effect.	I U H	P35 P67 P76	7	4d 5a		
The student knows that motion picture animation is done by combining a series of still pictures on movie film to be projected.	P I U H	K7	2a			
The student knows that animation is commonly used to make a motion picture in which inanimate things move.	P I U H	K7	2a			
The student is able to make an animated motion picture.	P I U H	P67 P76	2a 5	4a 4d 5a 6c		

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.833 Motion Picture Photography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
4.8335 Editing						
The student knows that editing is the process of arranging and eliminating segments of motion picture film to achieve desired order.	P I U H	K3	2a 4			(C) Harmony (V1) Innovativeness
The student knows that the editor can control the viewers perception of a motion picture by arranging segments in the following ways: sequential relationships, flashbacks, fantasies, symbolic analogies, simultaneous events.	I U H	K7 K8	2a	3b 4a		(V1) Aesthetic perception
The student knows that the art of editing can control the effect of the finished motion picture.	I U H	K8	2a			
The student is able to edit motion pictures for a desired effect.	I U H	P35 P45 P67 P76	2a 5 7	5a		
4.8336 Sound						
The student knows that because motion pictures are movement in time, they can be combined with sound to create a more complete illusion of reality.	U H	K8	2b 3			(C) Movement (V1) Imagination
The student is able to combine sound and motion pictures.	U H	P67	2a 4 5	5a		(V1) Self-discipline

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.834 Electronic Visual Media						
The student knows that mass visual media are ultimately influenced by the judgments of viewers, which may or may not be based upon a background in visual awareness.	P I U H	K8	1 5 6	2c 3c	1. 5.	(V1) Aesthetic perception
The student is able to care for and use the electronic visual media.	P I U H	P65 P76	7	4a 4d 5a		
The student knows ways that visual media can be combined with electronic devices for various effects (e.g., transmitting images, manipulation of media, image development).	I U H	K7 K8	2a 3			(V1) Innovativeness
The student knows that computers can be programmed to produce or reproduce an image: a) typed, b) light movement on a screen.	H	K7	2a			(C) Technology
4.8341 Television						
The student knows that television images are motion picture images transmitted electronically to receivers using very and extra high frequency wave lengths and cables.	H	K2	3			
The student knows that the considerations which apply to the composition of motion pictures also apply to the composition of televised materials.	U H	K6	7		4.8314	(C) Composition art
The student knows that color value and intensity are important factors to be considered in planning images to be televised in black and white as well as color.	I U H	K3 K8	7		3.162 3.163	(C) Hue-value

4. Processes and Products
4.8 Photo - Film
4.83 Visual Media
4.834 Electronic Visual Media

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8341 Television (Cont.)						
The student is able to plan a television image using color value and intensity which will project in black and white as well as color.	H	P35 P45 P67 P76	5 7			(C) Composition, art (V1) Imagination
The student knows the difference in editing approach to a live broadcast and to video tape.	H	K7 K8	7		4.8335	(C) Continuity (V1) Discriminative judgment
4.8342 Video Tape						
The student knows that video-taping records moving images and sound simultaneously for viewing on a television receiver.	U H	K2 K7	3			

5. Art and Design in Environments

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
5.1 Nature Design						
The student knows the location and use of print and nonprint materials related to the study of designs in nature (e.g., card catalog: "Natural History," "Nature Study," "Design, Decorative (Nature)"; Reader's Guide: "Nature (aesthetics)," "Nature in Art," "Nature Photography"; area and building audio-visual catalogs: "Nature Appreciation," "Nature," "Design, Environmental").	P I U H	K6	1			(C) Resources
The student knows that the elements and principles of design are illustrated in the natural environment (e.g., line of tree branches, shape of rock formations).	P I U H	K6	1		3.1 3.2	(C) Balance
The student knows ways in which physical change creates design in nature (e.g., erosive patterns; variations in light, growth and seismic changes; optical illusions -- mirage, rainbow, northern lights).	P I U H	K8	1			(C) Physical interaction
The student knows ways that the environment creates natural design relationships (e.g., color contrast in flora, dominance of rocks on beaches, line and shape patterns of leaves against the sky).	P I U H	K3 K6	1			
The student knows that various compositional forms may be seen in nature (e.g., realistic mountains, abstract wave patterns in water).	P I U H	K3 K6	1 5		3.3	(C) Composition art
The student knows ways in which man draws forms and ideas from nature for visual statements (e.g., historical and ethnic cultures - acanthus leaves in Greek architecture; flowers in Polynesian prints; symbolism - laurel leaf and dove; use of nature in textile design).	P I U H	K3 K6 K7	1 3		2. 3.312 4.41	(C) Symbols

5. Art and Design in Environments

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.1 Nature Design (Cont.)						
The student knows that many design elements in nature are functional (e.g., colors for camouflage or attraction of prey or mate).	P I U H	K7	1			(C) Survival

5. Art and Design in Environments

5.1 Nature Design

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
5.11 Ecology - Man's Role in the Environment						
The student knows ways in which man's activities change the appearance of natural environment (e.g., man uses natural resources, man returns synthetic materials to the natural environment).	P I U H	K8	6			(C) Ecology
The student knows ways in which cultural and psychological values affect the way individuals see their role in the natural environment (e.g., people who live in cities are often unaware of the fragility of natural beauty).	P I U H	K8	1 6			
The student knows ways in which the following ratios between man and the natural environment affect the way man sees his role in the environment: (a) size - man/mountain gives illusion that mountains never move; (b) numbers - man/trees give illusion that trees will always be plentiful; (c) angle - man/sky gives illusion that sky is solid dome.	P I U H	K8	1 6			
The student knows ways in which the development and use of awareness contribute to determining man's role in the natural environment (e.g., growth in understanding can make people more aware of visual changes caused by man in the environment).	P I U H	K8	1 6			

5. Art and Design in Environments

5.1 Nature Design

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.12 Ecological Controls (Conservation)						
The student knows the location and use of print and nonprint materials related to conservation in art (e.g., card catalog: "Ecology," "Natural Resources," "Anthropography"; Reader's Guide: "Ecology," "Environment," "Mountain Ecology," "Conservation of Resources"; periodicals: American Forests, National Wildlife; area and building audio-visual catalogs: "Ecology," "Ecology, Conservation").	P I U H	K6	1			(C) Resources, a (V1) Inquiry
The student knows ways in which awareness can enhance and control man's use of the natural environment: seeing those areas in which controls are needed; determining how the controls should be achieved.	P I U H	K8	1 7			(C) Conservation (C) Ecology (V1) Aesthetic awareness
The student knows ways in which the elements and principles of design can be used to enhance the visual ecology (e.g., building in harmony with nature, balancing open and closed space).	P I U H	K6	1 7			(C) Ecology

5. Art and Design in Environments

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.2 Man-made						
The student knows career opportunities in the field of architecture (e.g., landscape architecture, city planning, architectural drafting and rendering, domestic and commercial designing).	U H	K6	1 7	3b 4a 4d		(C) Careers, ar

5. Art and Design in Environments
5.2 Man-Made
5.21 Environment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.211 City Planning						
The student knows the location and use of print and nonprint materials related to art in city planning (e.g., card catalog: "City Planning," "Urban Renewal," "Housing"; Reader's Guide: "City Planning," "Zoning," "Urban Renewal"; area and building audio-visual catalogs: "City Planning," "Urban Development"; periodicals: Parks and Recreation, Architectural Forum, American City).	P I U H	K6	6			(C) Resources, a (V1) Inquiry
The student knows ways the appearance of a city is affected by the following: (a) climate, (b) natural phenomena such as storms, earthquakes, (c) various human groups.	I U H	K8	1 7	2c 3a 4a 4d		(C) City
The student knows the ways in which city planning is affected by the following: (a) working measurements in relation to the scale of man (e.g., buildings, streets, blocks); (b) importance of legibility in city planning (e.g., identifiable land marks, movement patterns, boundaries); (c) life styles effect on the appearance of the environment (e.g., fishing village, automotive society, horse/buggy society, ship building); (d) geography (e.g., access, water, vegetation, topography, security, communality).	P I U H	K8	1 7	3a 3b 4a 4d		(C) City (V1) Aesthetic perception
The student knows that the principles of composition and the language of art can be applied in city planning.	P I U H	K6	1 7	3a 3b 4a 4d		(C) City (V1) Aesthetic perception
The student knows that man usually makes a conscious effort to make his environment more visually interesting (e.g., wood and brick ornaments, planting trees, fountains).	I U H	G2 K6 K7	1	3a 3b 4a 4d		

5. Art and Design in Environments
5.2 Man-Made
5.21 Environment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
5.211 City Planning						
The student knows characteristics of proposed plans for new cities (e.g., linear, underground, floating, climate controlled, multi-level).	I U H	K3 K4	7	3a 3b 4a 4d		(C) Expansion (V1) Innovativeness
The student knows ways in which modern city planning can preserve the traditional atmosphere of the city (e.g., new subway in Mexico City).	U H	K3 K8	7	3a		(C) Expansion (V1) Cooperation with others
The student knows characteristics of historical city planning ideas (e.g., Paris; Washington, D.C.; da Vinci's ideal city; Brasilia; Machu Pichu, Peru).	U H	K3	7			(C) Expansion (V1) Creativity
The student knows that complex problems are inherent in the growth and decay of cities (e.g., change in central city, urban renewal).	I U H	K3 K4	3 7	3a		(C) Social cha
The student knows that current considerations of city planning include: (a) eliminating visual blights (e.g., poles wires, signs); (b) community movement system (e.g., bridges, underpasses); (c) pedestrian movement systems (e.g., subway, people movers); (d) textural treatment to visual environment (e.g., diversity, create a mood, tactile response, visual enjoyment); (e) recreation use (e.g., creative playgrounds).	U H	K3	7	4a 4d		(C) City (C) Transportation (C) Recreation
The student knows that the visual experience of a city depends upon the individual's point of view (e.g., a seaman, an aviator, a poet, an industrialist).	U H	K8	1			(V1) Aesthetic perception

5. Art and Design in Environments
5.2 Man-Made
5.21 Environment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.212 Landscape						
The student knows the location and use of print and nonprint materials related to landscape in art (e.g., card catalog: "Landscape Architecture," "Landscape Gardening," "Roadside Improvement"; Reader's Guide: "Landscape Architecture," "Landscape Gardening," "City Gardens"; periodicals: Horticulture, Better Homes & Gardens; area and building audio-visual catalogs: "Landscape Art," "Landscaping").	P I U H	K4	1	3a 4a 4d		(C) Resources, a (V1) Inquiry
The student knows ways in which features of the natural environment can be used to enhance the man-made environment.	P I U H	K4 K8	1	3a		(C) Harmony
The student knows ways in which the elements and principles of design are applied to landscape architecture (e.g., fences and hedges - lines and shapes; plantings - color; growth patterns - unity and balance; use of trees and plants to develop proportion and perspective.	P I U H	K6	7	3a 3b 4a 4d		
The student knows ways that development and use of awareness can affect the way man integrates man-made features into the natural environment (e.g., signs and buildings along freeways).	P I U H	K8	1 7			
The student knows ways in which landscape arrangement affects the psychological and physical ambiance of the man-made environment (e.g., natural forms are visually stimulating and pleasing, trees and plants refresh and cool the air).	P I U H	K8	1 7	3a 3b 4a 4d		(C) Environmenta influences

5. Art and Design in Environments
5.2 Man-Made
5.21 Environment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.212 Landscape (Cont.)						
The student knows ways that cultural values are reflected in landscape architecture (e.g., Japanese gardens - miniatures of natural contrast; European formal garden - repetition of architectural forms; Spanish courtyard - enclosed within dwelling as air-conditioning; parks and playgrounds in the inner city).	I U H	K8	2b 2c 3	3a		(C) Cultural values
The student is able to plan a landscape design which utilizes artistic principles.	U H	P35 P62	7	3b 4a 4d 5a		
The student knows career opportunities in landscape design (e.g., city planners, playground planners, environmental related occupations).	P I U H	K6	7	3b 4d		(C) Careers, a

5. Art and Design in Environments
5.2 Man-Made
5.21 Environment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.213 Interiors						
The student knows the location and use of print and nonprint materials related to interiors in the design for living in art (e.g., "Interior Decoration," "Furniture," "Design, Decorative," "Mirrors"; Reader's Guide: "Interior Decoration," "House Decoration," "Furniture, American," "Antiques"; area and building audio-visual catalogs: "Furnishings, Home," "Furniture, Colonial," "Interior Decoration," "Interior Design"; periodicals: House & Garden, Sunset, House Beautiful).	P I U H	K6	6			(C) Resources, art (V1) Inquiry
The student knows ways in which various cultures are reflected in interior design (e.g., Japanese simplicity, Baroque opulence, Shaker austerity).	I U H	K6 K8	2b 3			(C) Cultural patterns
The student knows the function of the following features of interiors: (a) ceilings, floors, walls; (b) windows, doors, and other openings; (c) built-ins and movable items.	P I U H	K3	6			
The student knows ways in which the following considerations apply to interior design: (a) floor plans and traffic patterns; (b) function of individual spaces (e.g., offices, reception rooms, cafeteria, living room); (c) scale and proportion (e.g., furniture, room size, counters, doorways).	P I U H	K3 K6	2a 4	4d		
The student knows psychological and physical effects of design arrangements in interiors (e.g., warm-cool colors, soft-hard textures, large-small spaces, use of plants for color, shape, and environmental refreshment).	P I U H	K8	1 7	3a		(C) Emotional health

5. Art and Design in Environments
5.2 Man-Made
5.21 Environment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.213 Interiors (Cont.)						
The student knows ways in which interior design has developed historically and culturally in response to man's need for comfort and visual pleasure (e.g., tapestries, hangings, banners in medieval Europe to cover stone walls and identify family symbols; stained glass windows in churches; teepee paintings and sand paintings for identity and religious purposes; colonial wood and brick ornamentation used to imitate architectural features of European palaces).	I U H	K4 K8	2a 3	4a 4d		(C) Cultural patterns
The student knows ways in which technical skills in art are useful in interior design (e.g., textiles, ceramics, furniture construction, upholstering).	P I U H	K6	7	4d		
The student knows ways in which the development and use of awareness can contribute to selecting, changing, and arranging interiors (e.g., individual is aware of the effect of interiors and need for change; creative problem solving applied to interior design).	P I U H	K6	6 7			
The student is able to create a room design applying his skill and knowledge of interior design.	P I U H	P76	7	3b 4a 4d 5a		

5. Art and Design in Environments
5.2 Man-Made

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
5.22 Architecture						
The student knows the location and use of print and nonprint materials related to architecture in art (e.g., card catalog: "Architecture," "Architecture, American," "Church Architecture"; Reader's Guide: "Architecture," "Domes," "Library Architecture," "Orchestra Shells"; periodicals: Architectural Forum, Architectural Record; area and building audio-visual catalogs: "Architecture, 18th Century," "Architecture, Glass," "Architecture, Neoclassical").	P I U H	K6	6			(C) Resources, art (V1) Inquiry
The student knows that architecture as the art of building crystallizes in visual form a problem of strength and space.	I U H	G2 K2	1 2a 3 4 7			(C) Adaptation (C) Space
The student knows that architecture includes the following characteristics: (a) physical requirements, (b) style, (c) function.	I U H	K3	4			
The student knows the function of the golden rectangle in historical and contemporary architecture.	U H	K7	3 4			
The student knows the chief characteristics of his local historical buildings.	P I U H	K3	1 4 6			

5. Art and Design in Environments
5.2 Man-Made

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.22 Architecture (Cont.)						
The student knows that there is a wide range of shelters other than buildings (e.g., arcades, awnings, porches, bus stops, gazebos).	U H	K3	6			
The student is able to compare the variety of images given by many kinds of structures (e.g., pagoda, cathedral, castle, igloo, skyscraper, temple).	U H	P44 P45	6			

5. Art and Design in Environments
5.2 Man-Made
5.22 Architecture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.221 Physical Requirements						
The student knows the functions of the physical requirements of architecture: (a) spanning, (b) enclosing, (c) supporting.	P I U H	K3 K7	1 2a 3 7	4d		(C) Technology
The student knows ways in which walls contribute to the following: (a) spanning, (b) support, (c) enclosure.	U H	K8	2a 4 7			(C) Space
The student knows ways in which the post and lintel system of architecture contribute to the following: (a) spanning, (b) support, (c) enclosure.	U H	K8	2a 4 7			(C) Space
The student knows ways in which the arch and vault system of architecture affect the following: (a) spanning, (b) support, (c) enclosure.	U H	K8	2a 4 7			
The student knows ways in which the truss system of architecture affects the following: (a) spanning, (b) support, (c) enclosure.	U H	K8	2a 4 7			
The student knows ways the design of columns for architectural support were affected by (a) culture, (b) function, (c) available materials.	I U H	K4 K8	1 2a 3 7			(C) Culture (C) Environment
The student knows the ways in which the kinds of support affect the kinds of space created in an architectural structure (e.g., arch makes possible extended space between supporting columns, post and lintel is often box-like, cantilever makes possible the variety of spaces in modern building).	I U H	K8	1 2a 3 7			(C) Environment (C) Culture (C) Space (V1) Aesthetic perception

5. Art and Design in Environments
5.2 Man-Made
5.22 Architecture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.221 Physical Requirements (Cont.)						
The student knows ways the function and form of each of the following architectural structures are related: (a) arch, (b) vault, (c) dome.	I U H	K8	1 2a			(C) Form (C) Function (C) Harmony
The student knows reasons for including openings in architectural structures (e.g., cultural, religious, practical).	I U H	K7	1 2a 3 6 7		2.11 2.12	(C) Environmen (C) Culture (V1) Aesthetic perception

5. Art and Design in Environments
5.2 Man-Made
5.22 Architecture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.222 Types of Architecture						
The student knows architecture is classified by historical period and geographic location.	U H	K3 K5	2b 3			
The student knows the symbolic ways in which architectural features have been used in various cultures (e.g., Moorish, Gothic arches; Russian, Byzantine, Baroque domes; pagoda, pitched roofs; stained glass windows).	P I U H	K2 K3 K7	1 2b 3			(C) Culture (C) Civilization (C) Symbolism (V1) Respect for cultural heritage
The student knows ways roof design is affected by: (a) climate, (b) available materials, (c) interior space.	P I U H	K8	2a		1. 2.	
5.2221 Historical						
The student knows major architectural structures typical of major historical periods (e.g., pyramids of ancient Egypt, aqueduct and coliseum of Rome; Gothic cathedrals).	P I U H	K3 K6	2b 3			(C) Cultural patterns
The student knows that eclectic architecture utilizes characteristics of various historical styles (e.g., California missions, Mexican baroque, carpenter Gothic, antebellum).	I U H	K3 K8	2b 3			
The student knows Gothic characteristics found in architecture (e.g., pointed arches, vaults, buttresses, clerestory).	I U H	K3	1 3 4			(C) Culture (V1) Respect for cultural heritage

5. Art and Design in Environments
5.2 Man-Made
5.22 Architecture
5.222 Types of Architecture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.2222 Geographical						
The student knows characteristics of the architecture of major geographical regions (e.g., Chinese, Mayan, Scandinavian, British, Dutch).	I U H	K3	1			
The student knows architectural styles that are uniquely American (e.g., skyscrapers, Frank Lloyd Wright's structures, shopping centers).	I U H	K5 K6	1 2b 3 6	4a		(C) Culture (V1) Respect f cultural heritage

5. Art and Design in Environments
5.2 Man-made
5.22 Architecture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
5.223 Functions						
The student knows ways in which the design of architectural structures is affected by the following: (a) man's needs, (b) environment, (c) materials, (d) beliefs.	P I U H	K3 K8	1 2b 3			(C) Environment (C) Human needs
The student knows that principles and elements of art apply to architectural design.	I U H	K2 K6	1 2b 2c 3 7			(C) Environment (V1) Aesthetic perception
5.2231 Home						
The student knows that home architecture is influenced by: (a) use, (b) materials, (c) location.	P I U H	K8	1 2a 3			(C) Location (C) Environment
The student knows characteristics of various home architecture styles (e.g., teepee ornamentation, Swiss chalet, hacienda courtyard).	P I U H	K4 K6	2b 2c 3			
5.2232 Community						
The student knows ways in which architecture is affected by community functions (e.g., education, business and industry, recreation and pleasure, government, religion).	P I U H	K7 K8	2b 2c 3			(C) Cultural patterns
The student knows ways in which community architecture is affected by the following: (a) functional definition of space (e.g., religious observations, business); (b) community desires (e.g., amphitheaters, baths, aqueducts); (c) cosmic belief (e.g., stonehenge, pyramid, labyrinth, cathedral).	P I U H	K8	2b 2c 3			(C) Community (C) City (C) Cultural values

5. Art and Design in Environments
5.2 Man-made
5.22 Architecture
5.223 Functions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.2232 Community (Cont.)						
The student knows that the development of cantilever construction, reinforced concrete, and structural steel made skyscrapers possible.	I U H	K6 K8	1 3 7			(C) Environme
The student knows architectural trends which have developed since the Industrial Revolution (e.g., skyscrapers, shopping centers, factories, subdivisions, multiple dwellings).	I U H	K4 K5	2b 3			(C) Environme (C) Culture (V1) Respect f cultural heritage
The student knows characteristics of recreational and cultural architecture (e.g., coliseums, auditoriums, astrodomes, movie theatres, stadiums, museums, fountains, and cultural centers).	P I U H	K7 K8	1 2 3 7	2c		(C) Environme (C) Culture (V1) Respect f cultural heritage
The student knows educational structures have evolved in form corresponding to societal changes (e.g., one room schoolhouse, multiple-storied or modular units, college and university complexes).	P I U H	K3 K7 K8	1 2b 3			(C) Environme (C) Society (C) Cultural change (V1) Respect f cultural heritage
The student knows that the values and traditions of a nation are often reflected in the design of its official government buildings.	P I U H	K8	1 2 3 7			(C) Environme (C) Culture (V1) Aesthetic perceptic (V1) Respect f cultural heritage
The student knows the symbolic meaning of various types of religious architecture (e.g., synagogue, cathedral).	P I U H	K2 K5	1 2 3			(C) Culture (C) Environme (C) Symbol (V1) Aesthetic perceptic (V1) Respect f cultural heritage

5. Art and Design in Environments
5.2 Man-made
5.23 Objects

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.231 Industrial						
The student knows the location and use of print and nonprint materials related to industrial design in art (e.g., card catalog: "Design, Industrial"; Reader's Guide: "Design, Industrial," "Designers," "Furniture Designers," "Automobiles--Design"; periodicals: Design, Fortune, American Artist; area and building audio-visual catalogs: "Design, Engineering," "Design, Industrial").	I U H	K6	6 7	3a 4a 4d		(C) Resources, art (V1) Inquiry
The student knows that prior to the Industrial Revolution functional and decorative items were made by hand.	P I U H	K6	2b 3			(C) Technology
The student knows that when mechanical methods of making functional and decorative items were developed, prototypes still had to be designed.	P I U H	K4	3			
The student knows ways in which historical and cultural values affect industrial designs (e.g., Danish modern furniture and household items, early industrial products, imitated handcrafted products).	I U H	K8	2b 3			(C) Cultural patterns
The student knows that in industrial design, function is a more important criterion than aesthetic appeal.	P I U H	K9	3 7			
The student knows that synthetic materials are used in machine-made objects designed to imitate handcrafted objects using natural materials (e.g., plaster cast made to imitate hand-carved wood and stone, plastics made to look like hand-tooled metals).	I U H	K7	1 2b			

5. Art and Design in Environments
5.2 Man-made
5.23 Objects

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
5.231 Industrial (Cont.)						
The student knows the influence of compositional forms on industrial design (e.g., Calder shapes used in surface patterns, supergraphics taken from Pop Art and 20th century calligraphic forms).	I U H	K4 K8	3 5			
The student knows the application of various art techniques to industrial processes (e.g., functional and decorative lighting design; ceramic mold and glazing techniques used in production of china, porcelain, and crockery; textile techniques such as weaving and dyeing used in making of fabrics).	I U H	K6 K7	2b 3			(V1)Aesthetic perceptio
The student knows considerations necessary for intelligent consumer selection (e.g., ability to determine quality and need in terms of craftsmanship and design).	I U H	K6 K8	7			
The student knows ways in which the elements and principles of art are applied to industrial design (e.g., color for appeal and coding, balance for function, scale and proportion for easy use).	P I U H	K8	3 7			(V1) Aestheti percepti

5. Art and Design in Environments
5.2 Man-Made
5.23 Objects

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.232 Fashion						
The student knows the location and use of print and non-print materials related to fashion design in art (e.g., card catalog: "Fashion," "Costume," "Clothing and Dress," "Fashion as a Profession"; *Reader's Guide*: "Jewelry," "Costume Design"; Periodicals: *Seventeen*, *Vogue*, *Glamour*, *Mademoiselle*; area and building audio-visual catalogs: "Fashion Design," "Fashion Drawing," "Jewelry Making," "Clothing Design").	P I U H	K6	6 7			(C) Resources, art (V1) Inquiry
The student knows fashion design includes work with garments, ornamentation and jewelry.	P I U H	K3	4			
The student knows that "fashion" refers to the prevailing style during a particular time (e.g., dress).	P I U H	K2	2b 2c 3			(C) Cultural patterns (C) Social change
The student knows the nuances of the following synonyms for fashion: style, mode, vogue, fad, rage, craze.	I U H	K1	2b 2c 3			(C) Social change
The student knows fashion design is affected by the following: a) purpose or function, b) materials, c) processes, d) social values of period.	U H	K8	2b 2c 3			(C) Technology (C) Social change
The student knows that the composition and language of art apply to fashion design.	I U H	K6	4 5			
5.2321 Garments						
The student knows how textile and cloth techniques can be applied to garments.	I U H	K6 K7	1 7			

5. Art and Design in Environments
5.2 Man-Made
5.23 Objects
5.232 Fashion

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/(V1, V2) Value Words
5.2321 Garments (Cont.)						
The student knows that the design and style of an individual's clothing reflects the following: a) his identity, b) his culture, c) his environmental needs.	I U H	K6 K8	2b 2c 3			(C) Social change (V1)Self-estee
The student is able to select fabric and garments aesthetically appropriate to his needs.	P I U H	P33 P45	1 7	1b		
The student is able to use knowledge of textiles to create a fashion design.	U H	P76	1 7	3b 4a 4d 5a		
The student is able to coordinate fabric, pattern, and design to produce a fashion illustration.	U H	P76	4 7	4d 5a		
The student knows that careers in fashion demand knowledge of: a) design, b) drawing, c) clothing and textiles.	U H	K8	5 6 7	3b 4a 4d		
The student knows decorative techniques useful for cloth and textile garments (e.g., tie-dye garments, dyeing fibers for weaving and macramé, tooling leather, combining non-fabric materials--shells, beads, buttons).	P I U H	K6	6 7			
5.2322 Ornamentation and Jewelry						
The student knows jewelry is a three-dimensional sculpture used for personal adornment.	P I U H	K2 K3	2 7			(C) Culture

5. Art and Design in Environments
5.2 Man-Made
5.23 Objects
5.232 Fashion

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.2322 Ornamentation and Jewelry (Cont.)						
The student knows that the composition and language of art may be applied to ornamentation and jewelry.	P I U H	K6	4 7			(V1)Aesthetic discrimination
The student knows that jewelry can be both functional and decorative.	P I U H	K3	2b 2c 3			
The student knows ways in which jewelry and ornamentation have developed historically (e.g., Mayan--skill and elegance, Egyptian--stonecutters and goldsmiths).	I U H	K6	2b 2c 3		2.121 2.231	
The student knows that jewelry and ornamentation can be made of the following: a) metal, b) wood, c) beads, d) gems, e) synthetics, f) papier-mache, g) clay, h) found objects, i) cloth and textiles.	P I U H	K8	2a			
The student knows ways in which jewelry can be made (e.g., casting, assemblage, enameling, macramé).	P I U H	K7	2a			(V1)Creativity

5. Art and Design in Environments
5.2 Man-Made

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.24 Commercial						
The student knows the location and use of print and non-print materials related to commercial art (e.g., card catalog: "Commercial Art," "Advertising, Art in," "Cartoons and Caricatures," "Packaging"; Reader's Guide: "Art, Commercial," "Television Advertising," "Packaging"; Periodicals: Graphic, Design; area and building audio-visual catalogs: "Commercial Art," "Packaging Design," "Advertising, Art").	P I U H	K4	6			(C) Resources, art (V1) Inquiry
The student knows that the function of commercial art in advertising is to attract attention to, provide information about, and create desire for a product.	I U H	K7	1 3 7	3a		(C) Culture (V1) Integrity
The student knows ways in which the following techniques have been adapted to commercial art design: a) photography and file, b) printmaking, c) industrial design.	I U H	K7 K8	1 3	3b 4a 4d	4.42 4.8317 4.8341 5.221	(C) Communication
The student knows some of the major historical developments in commercial art (e.g., illustration and typeface began developing with the invention of printing during the Renaissance, posters and bulletins began being used extensively in late 1800, packaging developed with industrial design).	I U H	K4 K6	1 2b 3		2.14 5.221	(C) Cultural patterns (C) Technology (V1) Respect fo cultural heritage
The student knows the classifications of the major commercial art forms: a) signs and symbols, b) illustration and cartooning, c) package design, d) television advertising.	I U H	K5	1 2b 3			

5. Art and Design in Environments
5.2 Man-Made

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.24 Commercial (Cont.)						
The student knows some of the major art schools and philosophies which have influenced commercial art (e.g., Bauhaus, Pop-Op).	I U H	K4 K8	1 2b 3		2.16	
The student knows ways in which art techniques are applied to the development of commercial art designs (e.g., calligraphy--signs and symbols, drawing--illustration and cartooning, sculpture and textiles--packaging, photo-film--T.V. advertising).	I U H	K7 K8	1 2b 3	3b 4a 4d	3.312 4.12 4.22 4.41 4.8314 4.8341	
The student knows commercial art terminology (e.g., layout, dummy, copy).	U H	K1 K2	1 2b 3 4			
The student knows opportunities in commercial art as a career.	H	K6 K7	7	3b 4a 4d 6a		(C) Careers, art
The student knows areas of specialization in commercial art (e.g., fashion, cartoon, layout, industrial, greeting cards).	H	K7	7	3b		

5. Art and Design in Environments
5.2 Man-Made
5.24 Commercial

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.241 Sign and Symbols						
The student knows the function of billboards, store signs, and directional signs.	I U H	K3 K7 K8	1 2b 3	3b 4a 4d		(C) Communication
The student knows that a properly designed sign not only fulfills its function, but is appropriate in style and tone to the thing it represents.	I U H	K8	1 2a 3			
The student knows ways in which letter forms are adapted to serve the function of a sign.	I U H	K4 K8	1 3		3.312 4.41	
The student knows ways in which the following contributes to well designed, functional signs: a) simplicity, b) isolation, c) good lettering design, d) eye-catching color and pattern.	I U H	K8	1 2a 3 7			
The student knows the function of the following: a) symbols--convey an idea (arrow for one-way), b) logos--identify a company or organization (letterhead), c) monogram--abbreviates a signature or initials, d) trademarks--symbolize a product or service.	I U H	K2 K4	1 3		3.312 4.41	(C) Communication (C) Symbols

5. Art and Design in Environments
5.2 Man-Made
5.24 Commercial

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.242 Illustrations and Cartooning						
The student knows the function of illustrations and cartoons.	I U H	K4 K7	1 3	2a	4.12 4.22	
The student knows the functional considerations of the major types of illustrations (e.g., scientific illustration--precision and exactness of detail and proportion; narrative illustration--create a mood; diagrams--simplicity and clarity).	U H	K3 K7 K8	1 3			(C) Communication
The student knows characteristics of major types of cartooning (e.g., political--exaggeration of physical features of politicians; caricature and analogy--Thomas Nast, Boss Tweed cartoon; comics--situation and drawing style--Parker and Hart, B.C. and Wizard of Id).	I U H	K3 K4 K8	1 3			(C) Communication
The student knows some of the uses of commercial illustration (e.g., fashion, magazine articles, books, greeting cards).	I U H	K7	1 3 6			

5. Art and Design in Environments
5.2 Man-Made
5.24 Commercial

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
5.243 Package Design						
The student knows some of the functional considerations of packaging (e.g., protect the product in transit and handling by the consumer along with the other functional considerations of commercial art).	I U H	K3 K8	1 3			
The student knows ways in which the product affects packaging shape, size, and design.	I U H	K8	1 3 7			
The student knows ways in which two- and three-dimensional design considerations apply to packaging (e.g., colors, forms and textures can create intuitive feeling of need and attract attention).	I U H	K6 K8	1 3 7			

5. Art and Design in Environments
5.2 Man-Made
5.24 Commercial

5.244 Television Advertising

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
The student knows commercial art problems unique to television advertising (e.g., motion added to other functional considerations of commercial art; the power of moving images in terms of attracting and holding attention).	I U H	K4 K8	1 3 7		4.8341	
The student knows major design considerations of television (e.g., need to come across in black and white as well as color).	I U H	K7 K8	1 3 7		4.8341	
The student is able to use commercial art techniques to do the following: a) sell a product, b) convince people of the validity of an idea, c) create a need, d) sell a service.	I U H	P62 P63 P66 P76	2a 5 7	3b 4a 4b 5a		
The student knows that the demand for commercial artists increases as new products, processes, services, and ideas are created.	H	G2 K8	7	4b		(C) Cultural patterns